

The Language of Television Food Advertisements

Petra Leherová

Bachelor Thesis
2012



Tomas Bata University in Zlín
Faculty of Humanities

Univerzita Tomáše Bati ve Zlíně

Fakulta humanitních studií

Ústav anglistiky a amerikanistiky

akademický rok: 2011/2012

ZADÁNÍ BAKALÁŘSKÉ PRÁCE

(PROJEKTU, UMĚLECKÉHO DÍLA, UMĚLECKÉHO VÝKONU)

Jméno a příjmení: Petra LEHEROVÁ

Osobní číslo: H09513

Studijní program: B 7310 Filologie

Studijní obor: Anglický jazyk pro manažerskou praxi

Téma práce: Jazykové prostředky využívané v televizních reklamách na jídlo

Zásady pro vypracování:

Teoretická část

Definování pojmu reklama a pojmů spojených s reklamou

Popis reklamy a její účel

Přehled lingvistických prostředků v reklamě

Praktická část

Rozbor a analýza vybraných televizních reklam

Rozsah bakalářské práce:

Rozsah příloh:

Forma zpracování bakalářské práce: **tištěná/elektronická**

Seznam odborné literatury:

Goddard, Angela. 2002. The language of advertising. London: Routledge.

Plag, Ingo. 2009. Introduction to English linguistics: Mouton De Gruyter.

Aisenstadt, Ester. 1981. Restricted Collocations in English Lexicology and Lexicography, Louvain.

Lipka, Leonhard. 2002. English Lexicology: Lexical Structure, Word Semantics and Word-formation. Tübingen: Gunter Narr Verlag.

Cook, Guy. 2001. The Discourse of Advertising. New York: Routledge.

Vedoucí bakalářské práce:

Mgr. Hana Čechová

Ústav anglistiky a amerikanistiky

Datum zadání bakalářské práce:

30. listopadu 2011

Termín odevzdání bakalářské práce:

4. května 2012

Ve Zlíně dne 29. února 2012


doc. Ing. Anežka Lengalová, Ph.D.
děkanka




doc. Ing. Anežka Lengalová, Ph.D.
ředitelka ústavu

PROHLÁŠENÍ AUTORA BAKALÁŘSKÉ PRÁCE

Beru na vědomí, že

- odevzdáním bakalářské práce souhlasím se zveřejněním své práce podle zákona č. 111/1998 Sb. o vysokých školách a o změně a doplnění dalších zákonů (zákon o vysokých školách), ve znění pozdějších právních předpisů, bez ohledu na výsledek obhajoby ¹⁾;
- beru na vědomí, že bakalářská práce bude uložena v elektronické podobě v univerzitním informačním systému dostupná k nahlédnutí;
- na moji bakalářskou práci se plně vztahuje zákon č. 121/2000 Sb. o právu autorském, o právech souvisejících s právem autorským a o změně některých zákonů (autorský zákon) ve znění pozdějších právních předpisů, zejm. § 35 odst. 3 ²⁾;
- podle § 60 ³⁾ odst. 1 autorského zákona má UTB ve Zlíně právo na uzavření licenční smlouvy o užití školního díla v rozsahu § 12 odst. 4 autorského zákona;
- podle § 60 ³⁾ odst. 2 a 3 mohu užít své dílo – bakalářskou práci - nebo poskytnout licenci k jejímu využití jen s předchozím písemným souhlasem Univerzity Tomáše Bati ve Zlíně, která je oprávněna v takovém případě ode mne požadovat přiměřený příspěvek na úhradu nákladů, které byly Univerzitou Tomáše Bati ve Zlíně na vytvoření díla vynaloženy (až do jejich skutečné výše);
- pokud bylo k vypracování bakalářské práce využito softwaru poskytnutého Univerzitou Tomáše Bati ve Zlíně nebo jinými subjekty pouze ke studijním a výzkumným účelům (tj. k nekomerčnímu využití), nelze výsledky bakalářské práce využít ke komerčním účelům.

Prohlašuji, že

- elektronická a tištěná verze bakalářské práce jsou totožné;
- na bakalářské práci jsem pracoval samostatně a použitou literaturu jsem citoval. V případě publikace výsledků budu uveden jako spoluautor.

Ve Zlíně 4.5.2012

..... Lehecová Petra

1) zákon č. 111/1998 Sb. o vysokých školách a o změně a doplnění dalších zákonů (zákon o vysokých školách), ve znění pozdějších právních předpisů, § 47b Zveřejňování závěrečných prací:

(1) Vysoká škola nevydělečně zveřejňuje disertační, diplomové, bakalářské a rigorózní práce, u kterých proběhla obhajoba, včetně posudků oponentů a výsledku obhajoby prostřednictvím databáze kvalifikačních prací, kterou spravuje. Způsob zveřejnění stanoví vnitřní předpis vysoké školy.

(2) *Disertační, diplomové, bakalářské a rigorózní práce odevzdané uchazečem k obhajobě musí být též nejméně pět pracovních dnů před konáním obhajoby zveřejněny k nahlížení veřejnosti v místě určeném vnitřním předpisem vysoké školy nebo není-li tak určeno, v místě pracoviště vysoké školy, kde se má konat obhajoba práce. Každý si může ze zveřejněné práce pořizovat na své náklady výpisy, opisy nebo rozmnoženiny.*

(3) *Platí, že odevzdáním práce autor souhlasí se zveřejněním své práce podle tohoto zákona, bez ohledu na výsledek obhajoby.*

2) *zákon č. 121/2000 Sb. o právu autorském, o právech souvisejících s právem autorským a o změně některých zákonů (autorský zákon) ve znění pozdějších právních předpisů, § 35 odst. 3:*

(3) *Do práva autorského také nezasahuje škola nebo školské či vzdělávací zařízení, užije-li nikoli za účelem přímého nebo nepřímého hospodářského nebo obchodního prospěchu k výuce nebo k vlastní potřebě dílo vytvořené žákem nebo studentem ke splnění školních nebo studijních povinností vyplývajících z jeho právního vztahu ke škole nebo školskému či vzdělávacímu zařízení (školní dílo).*

3) *zákon č. 121/2000 Sb. o právu autorském, o právech souvisejících s právem autorským a o změně některých zákonů (autorský zákon) ve znění pozdějších právních předpisů, § 60 Školní dílo:*

(1) *Škola nebo školské či vzdělávací zařízení mají za obvyklých podmínek právo na uzavření licenční smlouvy o užití školního díla (§ 35 odst.*

3). *Odpírá-li autor takového díla udělit svolení bez vážného důvodu, mohou se tyto osoby domáhat nahrazení chybějícího projevu jeho vůle u soudu. Ustanovení § 35 odst. 3 zůstává nedotčeno.*

(2) *Není-li sjednáno jinak, může autor školního díla své dílo užít či poskytnout jinému licenci, není-li to v rozporu s oprávněnými zájmy školy nebo školského či vzdělávacího zařízení.*

(3) *Škola nebo školské či vzdělávací zařízení jsou oprávněny požadovat, aby jim autor školního díla z výdělku jím dosaženého v souvislosti s užitím díla či poskytnutím licence podle odstavce 2 přiměřeně přispěl na úhradu nákladů, které na vytvoření díla vynaložily, a to podle okolností až do jejich skutečné výše; přitom se přihlédne k výši výdělku dosaženého školou nebo školským či vzdělávacím zařízením z užití školního díla podle odstavce 1.*

ABSTRAKT

Tato bakalářská práce je zaměřena na rozbor jazykových prostředků používaných v televizních reklamách na jídlo, a to hlavně z lingvistického hlediska. Práce je rozdělena na teoretickou a praktickou část. V teoretické části budou definovány pojmy jako reklama, její účel a další pojmy spojené s reklamou, dále pak základní lingvistické jevy, které se běžně v reklamách vyskytují. Praktická část se bude věnovat rozboru konkrétních televizních reklam, které budou analyzovány.

Klíčová slova: jazykové prostředky, televizní reklama, lingvistická analýza, lingvistické jevy, rozbor.

ABSTRACT

The thesis in hand focuses on the analysis of the language means used in television food advertisements, mainly from the linguistic point of view. The thesis is divided into the theoretical part and the practical part. The theoretical part deals with basic terminology such as advertisement, its purpose and other related terms. Basic linguistic terms, which appear in television advertisements, are also defined. The practical part focuses on specific television food advertisements and their analysis.

Keywords: language means, television advertisement, linguistic analysis, linguistic terms, analysis.

ACKNOWLEDGEMENTS

Firstly I would like to thank my supervisor Mgr. Hana Čechová for her valuable advice, her guidance and patience during the writing of my bachelor thesis.

I would also like to thank my family and friends who psychically supported me all the time and believed in me.

CONTENTS

INTRODUCTION	11
I THEORY	12
1 VIEWS ON ADVERTISING.....	13
1.1 The origin of advertisement.....	13
1.1.1 <i>The first TV advertisement.....</i>	<i>13</i>
1.1.2 <i>The contribution of the television</i>	<i>13</i>
1.2 The term advertisement	13
1.2.1 <i>Other opinions about the advertisement.....</i>	<i>14</i>
1.3 The function of the advertisement	14
1.3.1 <i>Advantages of the television advertisement.....</i>	<i>15</i>
1.3.2 <i>Disadvantages of the television advertisements</i>	<i>16</i>
1.4 Types of advertising.....	16
1.4.1 <i>Non-commercial advertising</i>	<i>16</i>
1.4.2 <i>Commercial advertising</i>	<i>16</i>
1.4.3 <i>Pictorial-textual advertising.....</i>	<i>17</i>
1.5 Communication in advertising.....	18
1.5.1 <i>Verbal and non-verbal communication</i>	<i>18</i>
1.5.2 <i>Public and Private Communication</i>	<i>18</i>
1.5.3 <i>One-way and two-way communication.....</i>	<i>18</i>
2 DEFINING A LANGUAGE.....	19
2.1 Language means	19
2.1.1 <i>Word-formation</i>	<i>19</i>
2.1.2 <i>Figures of speech.....</i>	<i>23</i>
2.1.3 <i>Parts of Speech.....</i>	<i>25</i>
II ANALYSIS	28
3 THE AIM OF THE ANALYSIS	29
3.1 Patak's: Young Spice.....	29
3.1.1 <i>Transcript of the TV commercial.....</i>	<i>29</i>
3.1.2 <i>The advertisement in general</i>	<i>29</i>
3.1.3 <i>The target of the advertisement</i>	<i>29</i>
3.1.4 <i>Linguistic features</i>	<i>30</i>
3.1.5 <i>Visual aspects</i>	<i>30</i>

3.2	KFC: So good	30
3.2.1	<i>Transcript of the TV commercial</i>	30
3.2.2	<i>The advertisement in general</i>	31
3.2.3	<i>The target of the advertisement</i>	31
3.2.4	<i>Linguistic features</i>	31
3.2.5	<i>Visual aspects</i>	32
3.3	Lurpak: Lightest.....	32
3.3.1	<i>Transcript of the TV commercial</i>	32
3.3.2	<i>The advertisement in general</i>	33
3.3.3	<i>The target of the advertisement</i>	33
3.3.4	<i>Linguistic features</i>	33
3.3.5	<i>Visual aspects</i>	33
3.4	Moe's Southwest Grill: Windsock	34
3.4.1	<i>Transcript of the TV commercial</i>	34
3.4.2	<i>The advertisement in general</i>	34
3.4.3	<i>The target of the advertisement</i>	34
3.4.4	<i>Linguistic features</i>	35
3.4.5	<i>Visual aspects</i>	35
3.5	Alpen: Bung it in the Microwave	35
3.5.1	<i>Transcript of the TV commercial</i>	35
3.5.2	<i>The advertisement in general</i>	36
3.5.3	<i>The target of the advertisement</i>	36
3.5.4	<i>Linguistic features</i>	36
3.5.5	<i>Visual Aspects</i>	36
3.6	Hardee's Hand-Breaded Buffalo Chicken Tenders: Basketball	37
3.6.1	<i>Transcript of the TV commercial</i>	37
3.6.2	<i>The advertisement in general</i>	37
3.6.3	<i>The target of the advertisement</i>	37
3.6.4	<i>Linguistic features</i>	37
3.6.5	<i>Visual Aspects</i>	38
3.7	Miracle Whip: Witch Hunt	38
3.7.1	<i>Transcript of the TV commercial</i>	38
3.7.2	<i>The advertisement in general</i>	39
3.7.3	<i>The target of the advertisement</i>	39

3.7.4	<i>Lexical features</i>	39
3.7.5	<i>Visual Aspects</i>	39
3.8	Ro – Tel / Velveeta: Book Club	40
3.8.1	<i>Transcript of the advertisement</i>	40
3.8.2	<i>The advertisement in general</i>	40
3.8.3	<i>The target of the advertisement</i>	40
3.8.4	<i>Lexical features</i>	40
3.8.5	<i>Visual Aspects</i>	41
3.9	Kellogg’s Fiber Plus: Cupcake	41
3.9.1	<i>Transcript of the advertisement</i>	41
3.9.2	<i>The advertisement in general</i>	41
3.9.3	<i>The target of the advertisement</i>	41
3.9.4	<i>Lexical features</i>	42
3.9.5	<i>Visual Aspects</i>	42
3.10	Tuna Council: Astronauts	42
3.10.1	<i>Transcript of the advertisement</i>	42
3.10.2	<i>The advertisement in general</i>	43
3.10.3	<i>The target of the advertisement</i>	43
3.10.4	<i>Lexical features</i>	43
3.10.5	<i>Visual Aspects</i>	43
	CONCLUSION	44
	BIBLIOGRAPHY	46
	APPENDICES	49

INTRODUCTION

Nowadays advertising plays a significant role in everyone's life and as such it is becoming increasingly difficult to ignore it. People tend to become victims of some kind of advertising even though they may not want to. Advertising takes many forms for example it is visible on billboards, leaflets, on the television, we can hear it on the radio – it is all over the world and somehow we cannot escape it. Regardless of our will, advertising has a huge influence on our senses. It can attack us verbally, by using sounds, pictures or even colours. There is increasing concern that people are being influenced by advertising without even realising it.

The thesis deals with television advertisements which are focused on food and it is divided into two parts – theory and analysis. One major theoretical issue concerns advertising in general, how it is seen and understood, its function and type. Also the term language, the language means and the main linguistic features are described. The visual aspects of commercials are discussed, whether they are important and how they influence people.

The second part contains selected TV commercials which deal with food. The commercials will be analyzed from the general point of view and the linguistic point of view. Also the visual aspects of these commercials are touched upon. The analyzed commercials are inserted in Appendix P I in a digital form (CD enclosed).

The aim of this thesis is first of all to provide an outline of the language used in television food advertisements, whether the same language means are used or if they vary. This is one of the questions which need to be answered. Another issue which needs to be investigated is whether the visual aspect can be considered as crucial in television food advertisements or whether it is of a minor importance.

All advertisements are English speaking advertisements, chosen randomly and predominantly come from the United States.

At the end of the thesis a comparison of the analyzed commercials will be made.

I. THEORY

1 VIEWS ON ADVERTISING

Šindler says (Šindler, 1906) that the advertisement was, it is and it will be. It is the most powerful lever of the trade because the art is not to make the goods but the art is to promote them and possibly sell them. The advertisement is the alpha of the business and the omega as well. It always has been and always will be as long as the human race exists.

According to Peter Trudgill (Vestergaard, Schroder, 1985) advertising is powerful as we are all exposed to it. Advertising is also something which has a significant impact on the majority of people in different areas of our lives. Even though advertising has many forms, the biggest importance belongs to its language.

1.1 The origin of advertisement

The term advertisement comes from the Latin word *reclamare*. In ancient times, the most important factor was human voice which was the best means of promotion. According to Kobiela (Kobiela, 2009, 8-9) the advertisement came to existence when the trade appeared. There has always been the effort to offer and promote certain goods or services.

1.1.1 The first TV advertisement

The television advertisement is remembered for the first time in 1945 in the United States. It was only black and white broadcasting in those times and what is more – it was a live broadcast. The first colour television advertisement was seen in 1965. In the Czech Republic the first television advertisement came in 1953. (Kobiela, 2009, 30)

1.1.2 The contribution of the television

Kobiela (Kobiela, 2009, 30) says that nowadays television probably belongs to the most powerful communication media regarding impact, as it is suitable for addressing the widest population. Since it is possible to catch the picture and the sound via television, it is optimal for the use as an intermediary of emotion, particularly as it is immediately able to strongly influence a huge part of the audience's opinion.

1.2 The term advertisement

Vysekalová and Mikeš (Vysekalová, Mikeš, 2010, 16) state that a long time ago the advertising practitioners came up with the following definition: the advertisement persuades an individual potential buyer. There are many different types of persuasion.

Strictly, non-violently, with humour, truthfully, untruthfully, politely, honestly, responsibly, etc. In brief, it is a certain form of communication with a business intention. In most cases we do not use advertisements to persuade the consumer to buy something that he/she does not want to buy because this process is too expensive and not much effective. Nowadays, the advertisement is a necessary and natural part of a market economy. Its function is to inform the customer about products and services, to address current and new clients and of course it is about trying to sell the offered goods.

1.2.1 Other opinions about the advertisement

Vysekalová and Mikeš (Vysekálová, Mikeš, 2010, 20-21) also claim that the advertisement is criticized and ridiculed by intellectuals who do not understand its mission. For them the advertisement seems to be useless, it disturbs them during listening to the radio, reading the newspaper and watching television. They have not found out the truth yet, that there would not be any private radio, newspapers and television stations without the advertisement. It has also been verified that all the potential customer needs is one finger which helps him/her to turn off the radio or the television receiver or turn a page when encountering advertising. Researches in the developed countries worldwide have documented that citizens of these countries do understand the mission of advertising. They know it has become part of their needs and not everybody seems to mind it. Researchers in the Czech Republic are coming to a similar conclusion.

1.3 The function of the advertisement

There are many functions of advertising but the main tasks and reasons why advertisements are made are:

- To inform
- To persuade
- To sell

It can be said as well that the advertisement modifies human attitude to a product or a service by which the advertisement communicates. In addition to the advertising strategy it can be assumed that there will be some changes in portraying the certain brand of the product or some predisposition which leads to a behavioural change. The personal relationship with some brand, known as BPR (brand-person-relationship) is influenced by advertising. As assumed the brand plays an important role.

The consumers have to face a huge amount of information which attacks them from everywhere. The advertisement represents only one of many elements we have to deal with every day. (Vysekalová, Mikeš, 2010, 20-21)

Why is advertising good for the consumers?

- It spreads the information about the products and services.
- It involves the majority of receivers faster than telling in person.
- It gives consumers a sense of confidence – they would rather buy goods they are already familiar with.
- The advertisement is important for economic prosperity.

Why is advertising bad? Why is it the target of criticism?

- It is a waste of money.
- It manipulates people.
- The advertisement creates useless needs; it forces consumers to buy products they do not want to buy.
- Advertising presence decreases the quality of media. (Vysekalová, Mikeš, 2010, 21-22)

1.3.1 Advantages of the television advertisement

1. It has a complex effect on more of the senses - dramatic presentation with visual elements, sounds, move and colour, the possibility to show the object of the advertisement, e.g. how it looks in real life and how to use it.
2. It enables one-to-one communication - people receive the information about the product by television “personally”, it is not anonymous.
3. A mass reach - television is effectively able to cover the mass public and what is more, according to the TV channel it can address certain groups of people.
4. Flexibility in the time planning - the possibility to choose appropriate time of broadcasting in television. (Vysekalová, Mikeš, 2010, 40-41)
5. Kobiela (Kobiela, 2009, 30) says that broad rating is mainly in prime time - from 1900 hours until 2200 hours, before and during a weekend and a holiday until 2300 hours.

6. An emotional effect on the senses - thanks to the connection between the visual and the audio component of advertising

1.3.2 Disadvantages of the television advertisements

1. High costs - to create the TV spot and to broadcast it.
2. The opportunity to switch the channels - known as setting or zapping – thoughtlessly switching the channels when the commercial starts.
3. Limited selectivity - some segments are really hard to reach, time of advertising on television is limited and it is not possible “to add some pages” as in printed media.
4. Overfilling – spreading commercial’s blocks and broadcasting of shorter advertisements leads to the attentions and effects of the advertisement information weakening.
5. Limited information - brevity of such advertisements (spot has 30 seconds at maximum), it is not possible to pass on much information therefore; television advertisement is mostly completed by other media.

It is necessary to know that during creating the television advertisement, the visual aspect is the most important and the spot has to catch the attention of the viewer at the beginning otherwise the interest of viewers is lost. (Vysekalová, Mikeš, 2003, 40-41)

1.4 Types of advertising

Advertising can be divided into commercial and non-commercial advertising.

1.4.1 Non-commercial advertising

Non-commercial advertising refers to a kind of charity or propaganda. As an example of non-commercial advertising, we can mention communication between government agencies and citizens or appeals from various associations and societies (Vestergaard, Schroder, 1985,1).

1.4.2 Commercial advertising

Commercial advertising is promoting a name or an image of a certain company and not only to promote the goods or a service. The examples are especially seen in business newspapers where big companies often bring out their report extracts and accounts. The other type of commercial advertising is called industrial or trade advertising. In this type of

advertising one company promotes its products or services to another company (Vestergaard, Schröder, 1985, 1).

1.4.3 Pictorial-textual advertising

According to Vestergaard and Schröder (Vestergaard, Schröder, 1985, 32-34) the pictorial-textual advertisement has become unusually important in our civilization. This combination of verbal text and pictures is nowadays an inseparable part of advertising. Sometimes the verbal advertisement can be understood differently than it is meant to. For example when people see one sentence as the advertisement, it can look completely different and mean something else in the pictorial advertisement. People are not usually able to recognize based on one sentence only what the author of the advertisement really thinks or intend to say by the sentence. However by inserting a picture it is clearer and obvious because people can see the faces, how they look and what gestures they use. As a result it is always better to see advertising with images and not only written words because it creates a bigger picture of what are really meant by this piece.

1.4.3.1 Images

Images are really important in advertising and not only there, some people still read a lot (e.g. newspapers, books) but of course the images and pictures can help readers to understand the gist of the written text. Images are able to attract someone's attention faster than written text. When there is a picture of a small starving baby or a famous face is displayed, it is logical that there is a higher chance of attracting attention to the article, the leaflet or the advertisement in the newspaper.

1.4.3.2 Verbal texts

As there are books and newspapers without images, the authors must be extremely cautious when creating a quality article which is only written, unaccompanied by pictures. Of course, in the written text there are also certain factors which can influence the reader besides the language itself, such as different fonts, letter size and colour of the letters. For example when the readers see a big colourful heading, it will naturally attract the readers and there is at least some likelihood that they will read this as they would in case of a pictorial advertisement. The authors have to try harder to attract the reader's attention when they publish an article or an advertisement without pictures rather than the pictorial one. (Goddard, 2002, 9-21)

1.5 Communication in advertising

According to Vestergaard and Schröder (Vestergaard, Schröder, 1985, 13) all advertising is somehow a form of communication but this is an immensely broad concept. To find out a more specific view of this concept, three main dual concepts of communication will be described. It can be verbal/non-verbal, public/private and one-way/two-way communication.

1.5.1 Verbal and non-verbal communication

This type of communication is dependent on language, namely if it is used or not. As language is the most significant tool of communication in this case. Even though we speak with each other we also use gestures and poses which are considered as non-verbal. This is an important component in our culture to use verbal communication parallel to non-verbal communication. This kind of communication is well used in plays, films and in most advertising to support the promoting agenda.

1.5.2 Public and Private Communication

As Vestergaard and Schröder (Vestergaard, Schröder, 1985, 13-15) claim, private communication is happening between a known number of people who are supposed to know each other or it is also communication between friends used in writing letters etc. On the other hand, public communication is very different. The communication takes place between many people sometimes without them realizing it. For example in newspapers, films, etc. – in all of these the communication is addressed to an anonymous public, by reading newspapers, watching films or advertising we take part in such communication - interaction. Public communication can also be between certain people for example in radio or TV discussions.

1.5.3 One-way and two-way communication

Many people have a tendency not to distinguish between this type of communication and the previous one. One-way communication can be between writer and reader, or speaker and listener (for example on the radio). Two-way communication is very common, for example in public debates – everyone can have their say.

Based on these three distinctions we found out that advertising is verbal/non-verbal, public and one-way communication and that - private communication is not frequent for advertising. (Vestergaard, Schröder, 1985, 13-15)

2 DEFINING A LANGUAGE

“Language is a cognitive system which is part of any normal human being’s mental or psychological structure.” (Radford, Atkinson, Britain, Clahsen, Spencer, 1999, 1)

Sapir claims (Sapir, 1949, 8) that “language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols”.

According to Yule (Yule, 2006, 1) humankind is not exactly familiar with the origin of language, but the movements of the mouth which are caused by chewing, sucking and licking are considered as a possible origin of language. During these actions there are certain movements of the tongue and lips which help create sounds. It is also believed that the spoken language was created earlier than the written language.

2.1 Language means

For the purposes of the thesis language means are divided into three groups - word-formations, figures of speech and parts of speech.

2.1.1 Word-formation

There are many ways how to create new words. According to Kvetko (Kvetko, 2005, 27) “word-formation (word building) is the process of creating new words by means of existing elements of language according to certain patterns and rules”. The processes of word-formation are mentioned in more detail below.

2.1.1.1 Derivation

Derivation is a morphological process where certain affixes are added to a word and then the new word is created (Kolář, 2006, 35-39). According to Widdowson (Widdowson, 2003, 46-47) the affixes which are attached before the word are called prefixes. The affixes joined at the end of the word are known as suffixes. The most common prefixes are de-, dis-, un-, and pre-. Suffixes that are used very often are for example –ing, -ize, -ful, -able, -ure, and –age.

To illustrate let us look at the word *like* which is a verb. To create a new word category we have to add affixes. There are many word categories that can be made by adding prefixes or suffixes.

- verb (like) → verb (dislike)
- adjective (likeable, unlike)

→ noun (likeness)

→ adverb (likely)

The affixes can also be added to these already newly created words, for example with an adjective likeable, we can add a prefix to this stem and many others:

- adjective (likeable) → adjective (unlikeable)

- adverb (likely) → noun (likelihood, unlikelihood)

(see sub-chapter 3.1.4; 3.2.4, 3.3.4., 3.4.4., 3.5.4., 3.6.4., 3.7.4, 3.8.4., 3.9.4., 3.10.4)

2.1.1.2 *Compounding*

Kvetko says (Kvetko, 2005, 27-31) that compounding is a process where two separate words are joined together to create a new word. The words which are made by this connection are usually nouns but there can also be compound adjectives and compounds of adjectives plus noun as well. The created words (compounding) have a completely different meaning to the original words. The compounding process is often used in German and English language (Lipka, 2002, 99). The following example will show how the compounds are created:

Light + house → lighthouse

Book + case → bookcase

The example of compound adjectives:

Good + looking → good-looking

Low + paid → low-paid

A compound of an adjective plus noun is mentioned below:

Fast + food → fast-food restaurant

Full + time → full-time job

(see sub-chapter 3.1.4; 3.2.4, 3.3.4, 3.4.4., 3.5.4., 3.6.4., 3.7.4., 3.9.4.)

2.1.1.3 *Conversion*

In the previous types of word-formation we found out how to create a new word by adding a suffix or creating a new word and that also meant the change of the word class. According to Vogel (Vogel, 2007, 19) conversion means that words are created without adding a suffix and without the change of the word class. The most common word classes which are created by conversion are nouns, verbs and adjectives. The following example will explain the process of conversion in more detail:

These words are the same in these word classes:

Verb → noun (drive, run, drink)

Adjectives → noun (intellectual, criminal)

The example of conversion:

Noun → verb (chair → to chair, skin → to skin)

Adjective → verb (calm → to calm, empty → to empty)

2.1.1.4 Abbreviation

As Vogel claims (Vogel, 2007, 19-20) abbreviation is another part of word-formation which is made by shortening words and can be further divided into three categories – clipping, acronyms and blends.

- **Clipping**

Clipping also known as reduction is a process in which a word is made by shortening the original one. Usually clippings keep the initial part of the word, as example:

Advertisement → Ad

Veterinarian → Vet

Clippings can also focus on the central part of the word:

Influenza → Flu

The final part can be also used:

Telephone → Phone

There is a need to mention *compound clipping* which is formed by two words which are already shortened:

Telex → teleprinter + exchange

According to Yule (Yule, 2006, 55) people in English speaking countries very often shorten names of other people, as example:

Elizabeth → Liz

Ronald → Ron

Samuel → Sam

Edward → Ed

Regarding clipping, in Australian and British English there are favourite forms known as hypocorisms when in the process of shortening the suffixes such as –y or –ie are added to the words. See the example below:

Barbecue → Barbie

Television → Telly

- **Acronyms**

Yule (Yule, 2006, 57) describes acronyms as completely new words which are created from initial letters of some kind of collocations where we must pronounce every letter separately. The well-known forms are:

CD – compact disc

VCR – video cassette recorder

Acronyms are also used with organizations such as UNESCO or NATO where the acronyms are pronounced as words. Nowadays, many acronyms become usual terms in everyday speech, as *radar* (radio detecting and ranging) or *scuba* (self-contained underwater breathing apparatus) and many others.

- **Blends**

In comparison with compounds Yule indicates (Yule, 2006, 55) that the blends are almost the same. The words are created by joining two words together but the difference between these two is that blends take only the beginning of the words to connect two words together. Follow the example:

Breakfast + lunch → brunch

Smoke + fog → smog

2.1.1.5 Back-formation

Crystal (Crystal, 2003, 130) claims that back-formation is somehow similar to shortening. The new words are created from the already existing words but they are a little shortened. It can also be described as creating the word by taking away suffixes from the original word. The new words which are created by this process are usually verbs.

beg (from beggar)

emote (from emotion)

televise (from television)

donate (from donation)

2.1.1.6 Coinage

This process of word-formation does not belong to the typical ones. Coinage, which according to Yule (Yule, 2006, 53) is an invention of totally new words and is used most often for commercial products (e.g. Kleenex, Xerox).

2.1.1.7 Borrowing

Kvetko (Kvetko, 2006, 25-26) states that “borrowing is a process of taking over or translating idioms from foreign languages. There are two types of borrowing:

- original phrases
 - mainly from Latin (e.g. *alma mater*) and French (e.g. *faux pas*)
 - but also from other languages as Italian (e.g. *prima donna*)
- loan translation – “is a literal translation of foreign expressions, having more or less literally translated form and taking into account the principles and rules of target language”.

(see sub-chapter 3.5.4.)

2.1.2 Figures of speech

2.1.2.1 Hyponymy x Hyperonymy

As Peprník (Peprník, 2006, 32) says hypo in Greek means *under* so hyponymy is a word which is subordinate to another word. Hyponymy is a more specific, narrowing term. On the other hand hyperonymy is a word which is superior to a group of words. As an example, an animal is a hyperonymy because we do not know exactly what kind of animal is meant but a cat in this case is a hyponymy – it has more specific meaning. For better understanding see examples:

It was an animal – we don't have a clue what kind of animal, in this case an animal is hyperonymy.

It was a cat – in this case *a cat* is more specific than *an animal* so a cat is a hyponymy.

(see sub-chapter 3.1.4)

2.1.2.2 Homonyms

Kvetko (Kvetko, 2005, 63-65) states that homonyms are words which sound the same but have a different meaning. The pronunciation is completely the same but the meaning is usually quite different. The example of homonyms can be seen below:

bank (of a river) – *bank* (place for money)

mole (on the skin) – *mole* (small animal)

- **Homophones**

In Peprník's book (Peprník, 2006, 33) homophones are described as words which sound completely the same but with a different spelling and a different meaning. Examples of homophones:

ate (the past form of the verb eat) – *eight* (number)

buy (verb) – *by* (preposition) – *bye* (greeting)

- ***Homographs***

Homographs in comparison to homophones are words with the identical spelling but different pronunciation and meaning. See an example:

number (more numb x numerical value)

bass (type of fish x deep voice)

2.1.2.3 *Metonymy*

“Metonymy is a figure of speech in which the name of an attribute of a thing is used instead of the thing itself.” (Peprník, 2006, 53) As an example look at this sentence:

He drank the whole bottle. – Of course he could not drink the bottle; in this case the bottle represents the content in it. (Yule, 2006, 108)

(see sub-chapter 3.1.4)

2.1.2.4 *Synecdoche*

As Peprník presents in his book (Peprník, 2006, 54) synecdoche is a figure of speech where the part of a word is meant as a whole and vice versa.

For example: The football match takes place in England - where *England* means as *the United Kingdom*.

(see sub-chapter 3.1.4)

2.1.2.5 *Personification*

According to Vogel (Vogel, 2007, 27) personification is a figure of speech where human qualities are given to inanimate things. Follow the examples below:

The sun smiled.

The wind sang.

(See sub-chapter 3.1.4)

2.1.2.6 *Hyperbole*

This term is used when to enlarge or overstate. (Vogel, 2007, 27)

There were millions of people in the street.

The heat drives me crazy.

(see sub-chapter 3.1.4., 3.2.4)

2.1.2.7 Metaphor

According to Peprník (Peprník, 2006, 44-56) “the metaphor means a transfer of meaning on the basis of exterior features; it is actually a shortened simile. The similarity may involve shape, location, function, colour, extent.”

To compare Vogel states (Vogel, 2006, 27) that metaphor is “a figurative expression in which one notion is described in terms usually associated with another. The linkage between the two words is implicit.

Ex. *I have touched her arm and her feelings.*

I kept their attention.

2.1.2.8 Simile

As Vogel says (Vogel, 2007, 27) simile is “a figurative expression that makes an explicit comparison.”

He is *as tall as* a tower.

She is *like* me.

(see sub-chapter 3.1.4., 3.4.4., 3.6.4.)

2.1.2.9 Slogan

Slogan is usually a short text which is very easy to remember and it serves to attract people’s attention. Its main asset is its gripping nature.

(see sub-chapter 3.1.4., 3.4.4., 3.5.4., 3.6.4., 3.8.4., 3.9.4., 3.10.4)

2.1.3 Parts of Speech

According to Vogel (Vogel, 2007, 28) a word class is a group of words which grammatically behave the same way, mainly morphologically – by use the same endings. Naming units can also be put together in to the groups then into categories in accordance with semantic features which they have in common.

2.1.3.1 Nouns

Vogel (Vogel, 2007, 28-29) describes nouns as words which help us name some living creatures (person, animal, etc.), object, place, abstract quality, etc. Nouns are very important in the English sentence, they are obligatory. According to syntax, nouns are heads of noun phrases, where determiners (the, some) very often come before. Regarding grammar, nouns can change their forms by using singular and plural number.

(see sub-chapter 3.2.4, 3.3.4, 3.4.4., 3.5.4., 3.6.4., 3.7.4., 3.8.4., 3.9.4., 3.10.4)

- ***Proper and Common Nouns***

Proper nouns name certain people, places, times, events etc. They vary from common nouns in several things. In the written form they always have an initial capital letter; they do not need a determiner so they can stand alone which also appears in my analysis. The last thing about proper nouns, usually they do not have plural forms (**Britains, *the Danubes*).

- ***Count and non-count common nouns***

Count and non-count (or mass nouns) differ a lot. Van Valin (Van Valin, 2005, 6) says that count nouns are those nouns which we are able to count. As example *one chair – seven chairs, one dog – three dogs*.

On the contrary we also have mass nouns which we cannot count, e.g. *milk (*two milks), furniture (*three furnitures)*. In this case we have to use some kind of measure word which specifies an exact number. For example *two bottles/glasses of milk, three pieces of furniture*).

2.1.3.2 Pronouns

According to Van Valin (Van Valin, 2005, 6) “Pronouns are closely related to nouns”. Pronouns can cover for nouns and they can stand alone instead of nouns. In this case their position is always before the verb. It is mainly nouns which play a big part in advertising, especially the third person pronouns. The first and second person pronouns are mostly in quoted speech. (Cook, 2001, 157-158) Look at the example below:

Ex. *John* went to the store, and *he* bought some milk. (*He* stands for *John*)

My mother works in a hospital and *she* is really happy there. (*She* stands for *my mother*)

(see sub-chapter 3.2.4, 3.3.4, 3.4.4., 3.5.4., 3.6.4., 3.7.4., 3.8.4., 3.9.4., 3.10.4.)

2.1.3.3 Verbs

Verbs are as important as nouns in the English sentence. Without verbs we would not be able to know what the sentence is about. Verbs symbolize what nouns (persons, animals, ..) are doing. They can have many forms regarding tenses (present simple, present continuous, and present perfect).

Ex. Kim *ran* around the track.

Leslie *sang* a beautiful aria.

(see sub-chapter 3.2.4, 3.3.4, 3.4.4., 3.5.4., 3.6.4., 3.7.4., 3.8.4., 3.9.4., 3.10.4)

2.1.3.4 Adverbs

Adverbs are easily recognizable because they typically have a suffix *-ly* (e.g. *luckily*, *happily*). On the other hand they can also have another form but only in sporadic cases (e.g. *yesterday*, *now*). Their function is to change the meaning of the verb or other parts of speech but not nouns. Adverbs do not have a given position in a sentence; they can appear in different places. (<http://grammar.ccc.commnet.edu>)

Ex. I *never* get up before nine o'clock.

She left *early*.

(see sub-chapter 3.2.4, 3.3.4, 3.4.4., 3.5.4., 3.6.4., 3.7.4., 3.8.4., 3.9.4., 3.10.4)

2.1.3.5 Prepositions

Even though a sentence can be made without prepositions, they still play a significant role in English. Crystal (Crystal, 2003, 213) says that prepositions connect two word classes of a sentence. Their function is to determine space or time. Prepositions usually consist of one word (e.g. *to*, *at*, *with*) but there can also be prepositions which are formed with more than one word (e.g. *because of*, *instead of*).

→ to determine space: We sat *on* the bench.

→ to determine time: They left *at* three.

(see sub-chapter 3.2.4, 3.3.4, 3.4.4., 3.5.4., 3.6.4., 3.7.4., 3.8.4., 3.9.4., 3.10.4)

2.1.3.6 Conjunctions

Conjunctions are words which connect parts of classes or more sentences together. They are an essential part of longer sentences. (Crystal, 2003, 213)

Ex. We were wet *and* dirty *and* tired *and* hungry and....

I just came home *when* the telephone was ringing.

(see sub-chapter 3.2.4, 3.4.4., 3.5.4., 3.6.4., 3.7.4., 3.8.4., 3.9.4., 3.10.4)

II. ANALYSIS

3 THE AIM OF THE ANALYSIS

The aim of the analysis is to find out what kind of language is used most often in television advertisements which are focused on food. The analysis should also discover to whom the advertisement is probably addressed and what kind of images or pictures appear in the television advertisements and how this can influence the audience.

3.1 Patak's: Young Spice

http://adsoftheworld.com/media/tv/pataks_young_spice

3.1.1 Transcript of the TV commercial

Eighteen, nineteen, twenty,

In the 1960's my family started bringing in some of the best spices from India,

I was fascinated by the amazing colours and smells,

It was like a wonderland,

My parents were always busy creating special spice blends,

People all over the country wanted to taste our delicious curry recipes,

And today? Nothing's changed. Except the size of our vans.

Patak's: Why Britain loves curry.

3.1.2 The advertisement in general

This commercial comes originally from the United Kingdom, even though one might say otherwise, according to both, the topic and the cast, as the actors are mainly Indian or of an Asian origin in general. The advertisement provides information about spice which is a typical product with its origin in India. Many linguistics features can be traced here.

3.1.3 The target of the advertisement

The advertisement starts with a small boy, saying eighteen, nineteen, twenty, who starts running when he reaches the value of twenty. It captivates the viewer and evokes his interest in what is going to happen next. It is also a well-known fact that by these three words, a favourite child game hide-and-seek starts. Up to this point and based on the information interpreted, the audience does not know what is being advertised. This seems a good strategy as everyone can imagine the viewers being interested in things they do not know rather than in what is obvious from the very beginning.

3.1.4 Linguistic features

- Simile → it was like a wonderland
- Derivation → started (start + ed), bringing (bring + ing), amazing (amaze + ing), etc.
- Compounding → wonderland
- Personification → Britain loves curry (it would be acceptable to write “people from Britain love curry” but Britain itself cannot love curry)
- Metonymy → Britain loves curry (in this case Britain is understood as people from Britain)
- Hyperbole → people all over the world
- Hyperonymy → spices
- Hyponymy → curry
- Synecdoche → Britain (= Great Britain or United Kingdom of Great Britain and Northern Ireland)
- Phrasal Verb → bringing in
- Superlatives → best
- Interrogative → and today?
- Slogan → Patak’s: Why Britain loves curry.

3.1.5 Visual aspects

The advertisement certainly has an impact on viewers from the visual point of view. All the colours which are used and the surroundings are exotic and fascinating. Firstly the small cute Indian boy, then the storage with the bags full of many kinds of spices. Even though the advertisement is broadcast in the United States, the background of the Indian culture makes it more interesting and certainly attracts many people’s attention.

3.2 KFC: So good

http://adsoftheworld.com/media/tv/kfc_so_good

3.2.1 Transcript of the TV commercial

It’s a little bit funny this feeling inside,
I’m not one of those who can easily hide,
I don’t have much money but boy if I did,

I'd buy a big house where we both could live,
 And you can tell everybody this is your song,
 And maybe quite simple thing, now that's done,
 I hope you don't mind, I hope you don't mind that I put down in words
 How wonderful life is .. "I am hungry".. now you're in the world.

3.2.2 The advertisement in general

This TV advertisement is broadcast in South Africa and it is more or less realized via a song. Even though the advertisement is about KFC and the song is actually a love song, it fits the context perfectly. This song is well-known all over the world but there are some words which are changed for the purpose of the advertisement. At the beginning the creators of the advertisement want the viewers to believe that the advertisement is about a lifelong love of two people because of the whole performance but at the end it is found out that the whole song is actually about KFC.

3.2.3 The target of the advertisement

The advertisement could be made in many different ways. In particular it could be spoken, only written on a black background, showing pictures or made by singing. This was made with a song which can attract viewer's attention a little bit more than just words, especially when people know the song. Because of the song the target of this commercial could possibly be to attract the younger generation as young people are more likely to be influenced by romance than older ones. Younger people or teenagers are also more likely to buy from KFC. On the other hand, the song might also appeal to older audience as it is a well know song from the earlier era.

3.2.4 Linguistic features

At first sight we can notice a lot of spoken English, for example it's, I'm not, I don't, I'd buy, that's done, you're. We do not often use these forms in written English. This text, to be clearer - this song contains many linguistics features which are listed below:

- Derivation → Funny (fun + y), feeling (feel + ing), inside (in + side),
Easily (easy + ly), wonderful (wonder + ful)
- Compounding → everybody (every + body)
- Phrasal verb → put down
- Modal verb → can, could

- Hyperbole → you can tell everybody (of course it is impossible to tell everyone)
- Repetition → I hope you don't mind, I hope you don't mind
- Nouns → feeling, money, house, etc.
- Pronouns → who, those
- Verbs → hide, have, live, etc.
- Adverbs → much, maybe, quite
- Prepositions → in
- Conjunctions → who, where, and, that

3.2.5 Visual aspects

The visual side in this commercial is the most noticeable aspect of all the features which can be noticed here. Here it can be seen two loving people living a beautiful life. Normally, the love of two people is shown from the beginning, from their childhood but what attracts you the most in this particular advertising is the elderly carefree dancing couple. Then they go from retirement age through various stages of life until they are small children. The idea of this advertisement is really brilliant because it is rather usual. However, using music in advertising is not a new phenomenon at all.

3.3 Lurpak: Lightest

http://adsoftheworld.com/media/tv/lurpak_lightest

3.3.1 Transcript of the TV commercial

Whoever said green things are boring was so uncool

Chop chop chop chop chopping

Dice dice dice dicing

Peel peel peel peeling

We're cooking up a rainbow today

Healthy doesn't have to taste humdrum

Blend blend blend blend blending

Mash mash mash mash mashing

Roast blanch bash braise burning

We're cooking up aroma today

Chop chop chop chop chopping

We're knocking up, fixing up, whipping up, we're cooking up a rainbow today
Health lovers, say hello to new Lurpak lightest.

3.3.2 The advertisement in general

This advertisement which is broadcast in the United States is a typical example of compounding which is one aspect of word-formation. There are many words which are joined together. Even though there are not too many words in the advertisement, we can still find a few words which can be analyzed.

3.3.3 The target of the advertisement

The advertisement is focused on healthy food, on vegetables, especially the green ones. It is obvious that the advertisement tries to convince people that generally thought - healthy green things do not have to be boring and that healthy food is the right choice. The advertisement was of course created because of the well-known brand Lurpak sold in the United States and its aim is also to show the people how they can eat in a healthy way.

3.3.4 Linguistic features

- Derivation → Uncool (un + cool), Chopping (chop + ing),
Dicing (dice + ing), Peeling (peel + ing),
Healthy (health + y), Blending (blend + ing),
Mashing (mash + ing), Burning (burn + ing)
- Compounding → Whoever (who + ever) , Rainbow (rain + bow)
- Phrasal verb → knocking up, fixing up, whipping up, cooking up
- Superlatives → lightest (light + est)
- Nouns → things, rainbow, aroma, etc.
- Pronouns → whoever
- Verbs → chop, dice, peel, cook, etc.
- Adverbs → today
- Prepositions → up, to

3.3.5 Visual aspects

As we could see, the advertising is very colourful which should attract attention at first sight. The viewers see beautiful green vegetables which are chopped, diced, etc. There are many colours which mingle and that is what makes the advertising more appealing and

more interesting. Many ways to prepare food are shown so the aim is also to inspire us and let us know that cooking can be entertaining not only boring as many people may think.

3.4 Moe's Southwest Grill: Windsock

http://adsoftheworld.com/media/tv/moes_southwest_grill_windsock

3.4.1 Transcript of the TV commercial

Welcome to Moe's and great moments in life.
Life is really just a series of moments
And the most memorable ones are usually unexpected,
Especially those that lead to new nickname
At Moe's fun flows like our twenty fresh ingredients
And memory sticks like a catchy song
Isn't that right Windsock Jimmy?
So come in today for some awesome food
And get so much more
After all it's not a moment without Moe
Moe's: Feed the Moment

3.4.2 The advertisement in general

The advertisement which also comes from the United States is about grill food from a fast-food outlet but there are also a few pieces of vegetable which should not drive customers away. The advertisement begins in the restaurant washroom where a guest has a minor accident while washing his hands. Unfortunately his friends came and saw him drying his pants which gave him a new nickname, as it is said in the end of the TV spot "isn't that right Windsock Jimmy?" referring to the resemblance of the drying pants and windsocks used to measure the wind direction and intensity.

3.4.3 The target of the advertisement

The target of the commercial is to entice viewers to become guests of course. As the food advertised is rather unhealthy, the creators of the commercial attempted to portray it in a funny way.

3.4.4 Linguistic features

- Superlatives → the most memorable
- Derivation → unexpected (un+ expect+ ed), catchy (catch + y), especially (especial + ly), usually (usual+ ly)
- Compounding → awesome (awe + some), nickname (nick + name), windsock (wind + sock)
- Simile → memory sticks like a catchy song, fun flows like our twenty ..
- Slogan → Moe's : Feed the Moment
- Phrasal verbs → come in
- Nouns → moment, life, memory, food, etc.
- Pronouns → those
- Verbs → is, are, lead, sticks, etc.
- Adverbs → usually, especially, right, just, etc.
- Prepositions → to, of, without
- Conjunctions → that, and

3.4.5 Visual aspects

The commercial certainly attracts the audience's attention because of the funny story which is shown. "Welcome to Moe's and the great moments in life" –as the first sentence begins and there is a man definitely experiencing anything but a great moment in his life. After that the pictures of food which look delicious are shown. Even though the food is rather unhealthy and in the real world it rarely looks the same as in the picture, people are somehow influenced and they buy the food at least once to see whether it is as delicious as it says and shows.

3.5 Alpen: Bung it in the Microwave

http://adsoftheworld.com/media/tv/alpen_bung_it_in_the_microwave

3.5.1 Transcript of the TV commercial

We take the finest almonds and hazelnuts,
 The juiciest raisins, blueberries, cranberries and creamy rolled oats,
 Then you just whack in some milk and bung it in the microwave,
 Voilá, posh, porridge, pronto.

New Alpen porridge.

Alpen: Breakfast at its peak

3.5.2 The advertisement in general

This TV spot is seemingly about beautiful crops which are shown in such a way that no one would hesitate a second to taste them, after a few seconds it is discovered it is about ingredients you mix together with milk and then you have a nice breakfast like cereal. The commercial is also broadcast in the United States.

3.5.3 The target of the advertisement

The amazing hazelnuts, almonds and fruits are shown to attract audience's attention to think that the whole advertisement is about fruit and its awesome flavour. The purpose is to convince the viewers about a healthy life-style and the porridge advertised should help lead a healthy life. The creators of the commercial try to address vegetarians because the porridge is also suitable for them as the commercial says.

3.5.4 Linguistic features

- Compounding → hazelnut (hazel + nut), blueberry (blue+ berry),
microwave (micro + wave), breakfast (break + fast)
- Superlatives → finest (fine + st), juiciest (juicy + est)
- Borrowing → pronto (Italian)
- Derivation → creamy (cream + y), rolled (roll + ed)
- Slogan → Alpen: Breakfast at its peak.
- Nouns → almonds, hazelnuts, cranberries, etc.
- Pronouns → its
- Verbs → take, bung
- Adverbs → just, pronto
- Prepositions → in, at
- Conjunctions → and

3.5.5 Visual Aspects

The visual side of the commercial is again gripping. The combination of all the crops-hazelnuts, almonds, cranberries, blueberries, raisins, oats and their colours is amazing. It definitely catches a potential buyer's attention. After that the combination of all these crops

with milk is forceful as well. Even though the commercial is about porridge, the creators are able to make a good impression on us through the colours and pictures.

3.6 Hardee's Hand-Breaded Buffalo Chicken Tenders: Basketball

http://adsoftheworld.com/media/tv/hardees_handbreaded_buffalo_chicken_tenders_basketball

3.6.1 Transcript of the TV commercial

What's on your feet?

Yeah, what's on your feet?

Made my own basketball shoes,

They are light, they're fast, they are awesome.

They don't look very awesome.

Not everything made by hand can be as good as hand-breaded buffalo chicken tenders,

And that's just the way it is

Hand-breaded buffalo chicken tenders

Now, at Hardee's.

Hardee's : Just the way it is.

3.6.2 The advertisement in general

This American commercial aims to be a funny one as is often the case of food commercials. At the beginning of the advertisement there is a man who comes to meet his friends wearing shoes he has made from paper boxes. Even though he thinks the shoes are cool, his friends are of a different opinion. The advertisement draws on a parallel between chicken tenders which are also made by hand. But as one of the last sentences says - not everything made by hand can be as good as hand-breaded buffalo chicken tenders.

3.6.3 The target of the advertisement

The target of the advertisement is not only to persuade about a product which the viewers should buy and fancy but also to entertain them. The basketball surroundings of the TV spot is also of a positive effect on for teenagers, especially boys.

3.6.4 Linguistic features

- Compounding → basketball (basket + ball), awesome (awe + some),
everything (every + thing)

- Derivation → breaded (bread + ed)
- Simile → as good as
- Slogan → Hardee's : Just the way it is.
- Nouns → feet, basketball, shoes, etc.
- Pronouns → your, it, that
- Verbs → is, made, look, etc.
- Adverbs → very, just, now
- Prepositions → on, by, at
- Conjunctions → as, and

3.6.5 Visual Aspects

The TV commercial described above does not provide any special visual aspects. It is a story about hand-made shoes and taking place on the basketball field. What attracts the viewers the most are the shoes made from paper and its parallel between the chicken buffalo tenders which the boys are eating at that time. They want people to concentrate on the paper shoes but actually it is the chicken buffalo tenders which we are supposed to notice and we do.

3.7 Miracle Whip: Witch Hunt

http://adsoftheworld.com/media/tv/miracle_whip_witch_hunt

3.7.1 Transcript of the TV commercial

Open up

We have come for the foul unholy beast,

The one with the red markings; it sits on the table where you sup.

The miracle whip?

Aye, the miracle whip! Stand aside that we may burn it.

How is it foul? Have you ever tried it?

My cousins friend did, singed his tongue clean off.

Really?

Well that's maybe a bit much

Perhaps you should try it before making such wicked accusations,

It's actually quite sweet... and tidy.

I like sweet things

Shut up Henry

3.7.2 The advertisement in general

The scene begins as a rather catchy story which viewers are to follow until it becomes obvious what is being advertised. Just as the viewers see the middle age and the people marching with the torches through the wood and village, no one would imagine this to be a food advertisement.

3.7.3 The target of the advertisement

As it is said above, the target is to capture the audience's attention until the very end and even then we may expect a surprise. Miracle Whip is a kind of dressing so the age and class of the target audience will differ much as dressing is used universally. On the other hand the ancient times are a really interesting idea in these days for children, so maybe they are also interested in watching it.

3.7.4 Lexical features

- Compounding → maybe (may + be)
- Derivation → unholy (un + holy), marking (mark + ing), tried (try + ed),
singed (sing + ed), making (make + ing),
actually (actual + ly)
- Phrasal verbs → open up, come for, shut up
- Nouns → miracle, whip, beast, etc.
- Pronouns → it, that
- Verbs → open, come, sit, etc.
- Adverbs → aside, ever, quite, maybe, up, etc.
- Prepositions → for, up, on, etc.
- Conjunctions → where, before, and

3.7.5 Visual Aspects

The thought of the story in the night, especially from the really early times is a good way to make people watch the whole commercial because there are not many commercials focused on food which take place in the night even in such times. The fact that the

advertisement is made in the night is a great visual aspect as well as the fire which represents rebirth, i.e. a miracle.

3.8 Ro – Tel / Velveeta: Book Club

http://adsoftheworld.com/media/tv/rotel_velveeta_book_club

3.8.1 Transcript of the advertisement

I host a book club

So sexy

Vagor had no tolerance for such dastardly deeds

Finally..

Some parties need a bowl of queso,

Made from creamy Velveeta, zesty Ro-Tel tomatoes and green chillies

It makes any get together better.

3.8.2 The advertisement in general

This advertisement which also comes from the United States is about an enthusiastic man who is the promoter of a book club and who invited a few friends to discuss a certain book. People notice that the man is really enjoying his role in his book club although the invited men seem rather bored and there is only one thing which will make them happy – the food which his wife brings them. After that there is no book club, no reading, nothing but food.

3.8.3 The target of the advertisement

The target of the advertisement is to show people anything is bearable with their sauce product which is made from diced tomatoes, green chillies and creamy Velveeta. As the slogan says “it makes any get together better”. The slogan is really accurate and fits perfectly to this commercial.

3.8.4 Lexical features

This text is as simple as possible so there is not much we could find there.

- Slogan → It makes any get together better.
- Derivation → sexy (sex + y), creamy (cream + y), zesty (zest + y),
finally (final + ly)
- Nouns → book, club, tolerance, etc.
- Pronouns → it, some

- Verbs → host, need, made, etc.
- Adverbs → so, finally, any
- Prepositions → for, of, to
- Conjunctions → and

3.8.5 Visual Aspects

The combination of nachos with the creamy Velveeta really attracts viewer's attention in a natural way. The creamy Velveeta with the pieces of vegetables is really eye-catching shot and following Ro-Tel sauce with the potatoes as well. People are really influenced by what they see.

3.9 Kellogg's Fiber Plus: Cupcake

http://adsoftheworld.com/media/tv/kelloggs_fiber_plus_cupcake

3.9.1 Transcript of the advertisement

We challenge your most famous cupcake

To a taste-test against new Kellogg's Fiber plus caramel pecan crunch.

Really?

35% of your daily Fiber.

Chocolate lava cupcake.

Mm it's great cereal. It's Fiber cereal?

It's a great cereal but, cupcake.

Kellogg's Fiber plus: taste the plus.

3.9.2 The advertisement in general

The American advertisement tries to point out a new kind of cereal. Two promo girls enter a coffee bar where they offer their cereal instead of the café's famous cupcake and they promise the customers will not regret their choice if they choose the Fiber Plus cereal. Each girl tastes the cereal and a cupcake and all of them like the cereal but one still prefers the chocolate cupcake.

3.9.3 The target of the advertisement

The target of the advertisement is to promote healthy cereal instead of unhealthy but tasty chocolate cupcakes which is a difficult task to do. The ad is aimed at women mainly

because it is women who usually prefer sweets but who are at the same time also more interested in healthy lifestyle.

3.9.4 Lexical features

- Compounding → cupcake (cup + cake)
- Derivation → really (real + ly), daily (day + ly)
- Slogan → Kellogg's Fiber Plus: taste the plus.
- Nouns → cupcake, test, caramel, etc.
- Pronouns → your, it
- Verbs → challenge, taste, is
- Adverbs → most, really, daily
- Prepositions → of, against
- Conjunctions → plus, but

3.9.5 Visual Aspects

The commercial looks like everything is recorded as without preparation and unexpectedly to ad an authenticity streak but it is obvious that everyone knew that they came to promote the cereal. They want viewers to believe that no one knows about the promo action but people know that all this was perfectly prepared.

3.10 Tuna Council: Astronauts

http://adsoftheworld.com/media/tv/tuna_council_astronauts

3.10.1 Transcript of the advertisement

Tuna! It's part of a healthy diet,
It's low in calories
And mix it with apples walnuts and raisins and ta-taa,
Deliciousness that can help keep your weight down.
These 31 astronauts in training agreed.
Tuna 1, will you respond, over.
We agree.
Well there you have it, tuna - Great for weight management.
Tuna: The wonder fish.

3.10.2 The advertisement in general

This advertisement which is broadcast in the United States is about Tuna – the wonder fish. The lady in the pink dress, who presents the product acts in a crazy way and thus makes the advertisement more humorous and interesting. Her behaviour can even be seen as childish but it is visible that she really likes her role. This commercial has more variations; this particular one is focused on astronauts and their opinion about tuna.

3.10.3 The target of the advertisement

This TV spot was certainly made to attract a large scope of viewers. It is addressed to all people who like fish in general and also healthy food. The commercial is not only a normal TV spot which is usually boring, monotonous and without any special effects; this one was made in a funny and interesting way and aims to attract viewers who enjoy healthy food but who also want humour in their life.

3.10.4 Lexical features

- Derivation → healthy (health + y), management (manage + ment),
deliciousness (delicious + ness), training (train + ing),
agreed (agree + ed)
- Slogan → Tuna: The wonder fish.
- Nouns → tuna, part, diet, calories, etc.
- Pronouns → it, your, these
- Verbs → is, mix, help, etc.
- Adverbs → down, over, well
- Prepositions → of, in
- Conjunctions → and, that

3.10.5 Visual Aspects

What influences people the most is the woman and her method of presenting the product which she is doing it rather well. The other aspect which is interesting is the thirty one astronauts who are rising above the lady. The advertisement is made very well, especially from the visual point of view.

CONCLUSION

One of the reasons this work has been written was to provide a general outline of the world of advertising. Basic definitions are explained as well as the particular opinions. This thesis deals specifically with TV advertising and elaborates on this kind of commercials to provide further details on the basic types and its influence on the consumer. Furthermore, it has been claimed that the most important part of the TV advertisement is its visual aspect. It is the possibility of being aired on television that enhances the impact of the advertisement itself. There is demonstrable evidence that the impact of the visual aspect is much more effective than just the written form, for instance.

The theoretical part would not be complete without amplification of the language figures. It is not sufficient enough to explore the basics of advertising without knowing the proper means that are used. That is the reason why the figures of speech are described in more detail.

The analysis deals with ten commercials which are broadcast mainly in the United States. Each of the commercials is analyzed from several points of view. Firstly, general information about the advertisements is provided, secondly the target audience and the purpose is explored. Moreover the selected words from the commercials are analyzed and in addition the visual aspect is described.

The main aim of this thesis was to find out whether the language of the advertisements focusing on food shares the same means or not. It has been found out that almost all the commercials, which were picked at random are similar concerning the language means. Words which were created by derivation were used in all of the selected advertisements. Additionally eight of the commercials involved language mean called compounding, suggesting playful and innovative approach to advertising. Phrasal verbs play a significant role as well. The importance of a slogan must not be forgotten as it is also of a significant influence. Other language means that occurred quite often are similes, personifications, hyperboles, and synecdoche, again supporting the idea of creativity.

As already stated, most of the commercials are of the same character, but what is more, the majority of them use the same language means. However, the last three examples are rather poor in language. There are only a few linguistic features to be found so one can notice that it is not just the language means that are important as these three advertisements provide an example of the importance of the visual side of television advertising. It cannot be underestimated because it allows the consumer to imagine what the advertisement aims

to communicate and what kind of information is to be transmitted. The pictures are an essential part of all advertisements which aim to persuade the potential buyer.

Last but not least, humor should be listed as one of the popular means used in most food advertisements, reminding the viewers that humor, like good food, is to be had in life.

BIBLIOGRAPHY

Printed Sources

Cook, Guy. *The Discourse of Advertising*. 2001. New York. Routledge.

Crystal, David. *The Cambridge Encyclopedia of the English Language*. Cambridge University Press, 2003

Goddard, Angela. *The Language of Advertising*. New York, 2002

Kobiela, Roman. *Reklama: 200 tipů, které musíte znát*. Brno: Computer Press, a.s., 2009

Kolář, Pavel. *A guide to English Lexicology*. Slezská Univerzita v Opavě, 2006

Kvetko, Pavol, *English Lexicology. In theory and Practice*. Trnava 2005

Kvetko, Pavol. *An Outline of English Phraseology*. Trnava 2003

Lipka, Leonhard. *English Lexicology*. Tübingen. 2002

Pepník, Josef. *English Lexicology*. Olomouc. 2006

Radford, A., Atkinson M., Britain D, Clahsen H., Spencer A. *Linguistics: An Introduction*. Cambridge University Press. 1999.

Sapir, Edward. *Language: An introduction to the study of speech*. United States of America. 1949

Van Valin, Robert D. *An introduction to Syntax*. Cambridge University Press. 2001

Vestergaard, Torben; Schrøder, Kim, *The language of advertising*, Oxford: Basil Blackwell Publisher Ltd. ,1985.

Vogel, Radek. *Basics of Lexicology*. Brno. 2007

Vysekalová, Jitka, Mikeš Jiří. *Reklama: Jak dělat reklamu*. Praha: Grada Publishing, a.s., 2003.

Widdowson, H.G. *Linguistics*. Oxford University Press. 2003

Yule, George. *The Study of Language*. Cambridge University Press, 2006

Internet Sources

“Adverbs.”

<http://grammar.ccc.commnet.edu>. <http://grammar.ccc.commnet.edu/grammar/adverbs.htm>
(accessed April 17, 2012).

“Ads of the World.”

<http://adsoftheworld.com>. http://adsoftheworld.com/media/tv/pataks_young_spice
(accessed April 17, 2012).

“Ads of the World.”

<http://adsoftheworld.com>. http://adsoftheworld.com/media/tv/kfc_so_good
(accessed April 17, 2012).

“Ads of the World.”

<http://adsoftheworld.com>. http://adsoftheworld.com/media/tv/lurpak_lightest
(accessed April 17, 2012).

“Ads of the World.”

<http://adsoftheworld.com>. http://adsoftheworld.com/media/tv/moes_southwest_grill_winds_ock
(accessed April 17, 2012).

“Ads of the World.”

<http://adsoftheworld.com>. http://adsoftheworld.com/media/tv/alpen_bung_it_in_the_micro_wave
(accessed April 17, 2012).

“Ads of the World.”

<http://adsoftheworld.com>. http://adsoftheworld.com/media/tv/hardees_handbreaded_buffalo_chicken_tenders_basketball (accessed April 17, 2012).

“Ads of the World.”

<http://adsoftheworld.com>. http://adsoftheworld.com/media/tv/miracle_whip_witch_hunt (accessed April 17, 2012).

“Ads of the World.”

<http://adsoftheworld.com>. http://adsoftheworld.com/media/tv/rotel_velveeta_book_club (accessed April 17, 2012).

“Ads of the World.”

<http://adsoftheworld.com>. http://adsoftheworld.com/media/tv/kelloggs_fiber_plus_cupcake (accessed April 17, 2012).

“Ads of the World.”

<http://adsoftheworld.com>. http://adsoftheworld.com/media/tv/tuna_council_astronauts (accessed April 17, 2012).

APPENDICES

P I Analysed TV advertisements (see enclosed CD)