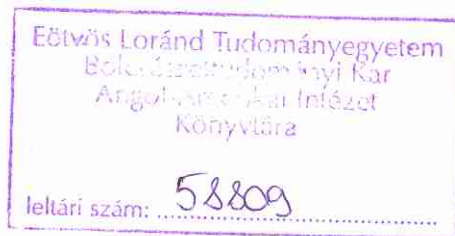


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Zoltán Kövecses  
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## INTRODUCTION

### Why a book on British and American English differences?

In much of the world today outside Great Britain and the United States, learners of English as a second language receive two often conflicting influences in the course of learning English: influences from British and from American English. One can often express the same meaning by saying or writing it differently in the two "Englishes." This presents both learners and teachers with a problem. The question is how to say and write something in English when, in many cases, there are at least two ways of doing it.

This book does not say which variety of English (British or American) one *should* learn or teach; it says what the choices are. To be aware of the choices helps us master a consistent kind, or variety, of English.

However, there may be many learners for whom this consistency is unimportant; they just want to learn how to communicate in English. Indeed, this may be the learner's least worry in struggling with and through English. It may nevertheless be good to know, even for these learners, what the alternative choices of expression they use are and how what they say classifies them in the eye of other speakers they communicate with (e.g., predominantly British-influenced, predominantly American-influenced, or various shades and combinations of these).

There is also the issue of self-image. For most learners of a foreign language, it does matter what image they have of themselves and what self-image they want to present when they communicate in a foreign language. The possible self-image that goes with a particular choice is not indifferent to most learners of foreign languages.

To repeat, then, the goal of this book is not to tell anyone which variety of English to learn, but to offer and describe the choices that are available through the two major varieties of English.

It might be said against this argument that a book with such a goal is superfluous, since English in general is getting increasingly Americanised. It is common knowledge that the British are taking over Americanisms every day. Why don't we simply learn this Americanised international English? This could indeed be a solution.

However, in many parts of the world, and especially in Europe, the teaching and learning of British English has a long and respectable tradition. There is a real conflict between what has been traditionally taught, on the one hand, and what is exerting a great deal of (mostly) "unofficial" influence, on the other. In this view, then, tradition (British English) is seen as competing with what is energetic and new (American English). To compound matters further, the same distinction is also seen as a conflict of good and bad English.

As far as I can judge this (often emotionally-loaded) situation, the only way out of these dilemmas is to simply offer the choices and let the learner decide. It is this informed choice that this book attempts to help learners and teachers alike to make.

### Who is this book for?

It is often stated that British and American English differences are extremely fine and subtle ones, and as such they should be treated at a highly advanced stage of learning English. I do not agree with this view at all. In my opinion, these differences can and should be dealt with (though not necessarily at a conscious level in the case of very young learners) as early as possible in the process of learning English. It is only learners who are exposed to the rich choices of English early on who can cope with the enormous flexibility and variety of *real* English later (say, in communication with native speakers either in Hungary or in Great Britain and the United States). Obviously, more "teacher work and preparation" is needed with beginners than with advanced students.

### Which variety of British and American English is dealt with?

British and American English are the two most influential varieties of the English language. It is well known that both British and American English have several "sub-varieties." In this book we only deal with a particular sub-variety of both: Standard British English and Standard American English. However, it should be noted that these "standard" Englishes are spoken by a minority of people in Great Britain and the U.S.A. (probably by a smaller minority in Great Britain than in the U.S.A.). On the other hand, Standard British English and Standard American English are (politically, socially) dominant sub-varieties and these are the ones that are mostly taught in schools—both inside and outside Great Britain and the U.S.A.

### What's in the book?

The book attempts to bring together the most important linguistic differences between British and American English. Only differences that are regular and systematic are included. The book consists of six chapters that discuss such systematic differences in the following areas: pronunciation, spelling, vocabulary, grammar, speaking style, and miscellaneous differences. At the end of the book there is a key to the exercises, an index, and a select bibliography.

It follows from the above that individual, unsystematic differences are not dealt with in this book. However, many of these individual differences are taken up in the volume accompanying this one. *BRIDGE TWO: A Dictionary of British-American and American-British Differences* concentrates on such individual differences in the vocabulary of speakers of British and American English.

### How are the units structured?

The units of the book consist of three parts.

First, each unit begins with a dialogue (part A) between a speaker of British and American English.

Second, the major systematic differences are introduced (part B). This part is broken down into sections. Most (though not all) sections have exercises in them that focus on material that is introduced in the section.

Third, each unit ends with "General Exercises" (part C). These are exercises that can cover a range of materials in the chapter, and are not specific to any particular sections.

### What are the dialogues?

In each dialogue we have the same two participants: Emma, a British girl studying in the U.S. and Brad, an American boy who goes to the same school as Emma. Their conversations often reveal the sometimes funny, sometimes frustrating misunderstandings that linguistic differences between the two major varieties of English can cause. The dialogues are intended to introduce some examples of the kinds of differences that a particular unit focuses on.

Parts of the dialogues may sometimes sound a bit forced to a native ear. This is due to the nature of the dialogues themselves. In trying to introduce a certain set of differences, it was inevitable in some cases to have the characters say things that they probably would not have said otherwise. However, we hope that this did not happen too often.

Each conversation can be heard on the tape accompanying this book.

### What should you know about the exercises?

The exercises are of two kinds: section exercises and general ones. As indicated above, the section exercises focus on one particular difference, while the general ones have a wider scope and can require familiarity with a number of sections.

Some of the exercises are very simple, while others may be more challenging to do. The exercises are rank-ordered beginning with simple ones and leading to more complex tasks.

Some exercises simply require the memorisation of what is discussed in the section(s); some, however, ask the student to derive certain rules on the basis of the material given and apply these to new cases. Finally, there are exercises which ask the student to look for new language materials on their own, using their own resources such as dictionaries, grammar books, newspapers, etc. (A select bibliography of some useful language sources is given at the end of the book.)

What was said in connection with the forced nature of some parts of the dialogues also applies to some of the exercises. If some exercises sound forced, this is because we had to come up with exercises that ask the student to practice things out of their natural context. However, we hope that most of the exercises are not of this kind but give the student real pleasure working through them.

Finally, in the unit on pronunciation (UNIT 1) some of the exercises are also tape-recorded to provide further help and illustration of how British and American English sound differently in systematic ways.

**Where can this book be used?**

The book is intended for use either in the classroom or at home. There is a key to each of the exercises, so no matter where you study you can check and correct your responses. If you can do most of the exercises successfully, you can be sure that you will be able to avoid most of the misunderstandings that can arise from British and American English differences.

**Unit 1****PRONUNCIATION****A. Dialogue**

Listen to the following conversation between Emma and Brad. Emma is a British exchange student who is studying in the United States for a year. Brad is an American boy who goes to the same high school Emma is attending. Emma and Brad have already met on a school trip. This time they run into each other at school during lunchbreak.

**TAPE**

BRAD: Hi, Emma. How are you getting on in your new classes?

EMMA: Oh, hi, Brad. Well, it's a bit hard being a new student. Making friends, learning all the names, you know...

BRAD: Sure. But I hope the others aren't being hostile to you?

EMMA: Oh, no. They're very helpful.

BRAD: Listen, I wanted to ask you something. How about going out either Friday or Saturday night?

EMMA: Oh, I'd love to, but sorry, I can't make it this week. But I saw an advertisement in the hall saying that there'll be a dance next Saturday.

BRAD: Yes, that's the first dance of the term. Would you like to go?

EMMA: I think so, yes. It'll definitely be my first dance as well. We don't have things like that in my school at home.

BRAD: Okay, we can go to the dance together then. Oh, by the way, I don't know about you, but I'm starved. How about getting a bite to eat somewhere?

EMMA: That's a great idea. I'm pretty hungry, too. Do you know what they have in the cafeteria today?

BRAD: I think it's tomato soup.

EMMA: Tomato soup? Great. That's my favourite.

**Exercise**

Based on what you hear, try to say what the most common and obvious differences are between British and American pronunciation. Make a list of the differences you notice before you go on to part B.

## B. Differences

### SECTION 1: Simple vowels

#### 1.1 /ɑ:/ vs /æ/

In words like *ask, dance, pass, aunt, after, bath, half, can't*, etc. speakers of British English pronounce the sound /ɑ:/, while Americans pronounce /æ/. (The /ɑ:/ is produced by lowering the back of the tongue and with the lips slightly rounded; and when the /æ/ is produced, the front part of the tongue is lowered without any rounding of the lips.) This happens primarily before sounds such as /s/, /f/, /θ/ (these are called "voiceless fricative" sounds in phonetics) and the nasal sound /n/ followed by a consonant. There are about 150 words in American English with this difference in pronunciation. This is not a large number. However, since the /æ/ occurs in these phonetic contexts in American English in very commonly used words, it gives American English a distinctly /æ/-like character in the way it sounds.

Before consonants other than /s/, /f/, /θ/ and /n/, speakers of both British and American English pronounce the /æ/ sound. Thus we get the /æ/ in both varieties in words like *cat, map, bad, lag, back*, etc. There are approximately 450 words in English where the /æ/ sound is pronounced in both British and American English.

#### 1.2 /ʌ/ vs /ɜ:/

The short /ʌ/ occurs in both British and American English in words like *come, cut, but, erupt, destruct*. In the phonetic context where the /ʌ/ is followed by /rɪ/ or /rə/, speakers of American English have /ɜ:/ for British /ʌ/. Some well known examples include *hurry, curry, current, courage*, and *worry*, yielding /hɜ:ri/, /kɜ:ri/, /kɜ:rənt/, etc. in American English.

#### 1.3 /ɔ:/ vs /ɒ:/

In words like *bought, taught, caught, all, saw, ball, caller*, etc., speakers of British English use the /ɔ:/ vowel, as opposed to /ɒ:/ used by Americans in much of the U.S. The British /ɔ:/ is produced with a great deal of lip rounding and with the tongue raised high. The corresponding American sound /ɒ:/ is produced with much less (or without any) lip rounding and with the tongue lower.

#### 1.4 /ɒ/ vs /ɑ:/

The sound /ɒ/ occurs in words like *modern, cot, not, hot, shop, college, collar*, etc. in British English, where it is produced with considerably less lip rounding than in the case above. The American counterpart /ɑ:/ is pronounced without any lip rounding and the tongue low, resulting in a sound that can be found in the long, stressed vowel of *father*. There is a growing tendency in the U.S. not to distinguish between the pronunciation of words like *cot - caught, collar - caller*, etc. and have /ɑ:/ for both.

#### 1.5 Nasalisation

Both British and American English have nasal consonants like /m/, /n/, /ŋ/. However, it is chiefly in American English that these sounds lend a nasal quality to the vowels preceding them. Many speakers of American English pronounce the vowels in words like *man, sing, long, Ben, Sam*, etc. with a definite nasal quality. Outsiders often comment on nasalisation in American English by saying that "Americans talk through the nose". Nasalisation is looked down upon by many speakers of standard American English.

#### 1.6 /ju:/, /jʊ/ vs /u:/, /ʊ/

The sound /j/ is often dropped in English before the sound /u:/ or /ʊ/. This is called "yod-dropping". Yod-dropping is more extensive in American English.

Yod-dropping is obligatory in both British and American English when the /u:/ or /ʊ/ is preceded by the sounds /ʃ/ as in *sugar* /ʃʊgə/, /ʒ/ as in *usual* /ju:ʒuəl/, /tʃ/ as in *chew* /tʃu:/ and /dʒ/ as in *juice* /dʒu:s/. The /j/ sound is also dropped after consonants plus /l/, as in *flute* /flu:t/ and after /r/ as in *true* /tru:/.

Yod-dropping is optional in British English when the /u:/ or /ʊ/ is preceded by the sounds /l/ as in *lute* /lu:t/ or /lju:t/, /s/ as in *suit* /sju:t/ or /su:t/, and /z/ as in *presume* /pri'zju:m/ or /pri'zu:m/. However, in American English all these alternative cases would be pronounced without the /j/ sound.

In addition, American English would have /u:/ or /ʊ/ when there is a /t/ as in *tune* /tu:n/, /d/ as in *during* /du:riŋ/, or /n/ as in *new* /nu:/ before the /u:/ or /ʊ/.

### SECTION 1: Exercises

1. Underline the words in the list below which are pronounced differently in British and American English.

cat, pass, after, can, can't, cannot, half, dance, pal, fat.

2. **TAPE** Listen to the following words pronounced in either American or British English and identify them. Write an /æ/ next to the word to indicate American pronunciation and write an /ɑ:/ to indicate British pronunciation. Which words can be pronounced only in one way? There is one word in the table that is not pronounced /æ/ in American English. Which one?

pass		bath		perhaps	
castle		chance		rather	
half		past		Glasgow	
dance		answer		ham	
passion		vase		Sam	
class		Belfast		can't	
ask		craftsman		after	

3. Read the sentences below and fill in the missing words. Once the sentences are complete, practise your British and American pronunciation. (One of the missing words reflects an individual difference in pronunciation that has not been mentioned in the section.)

1. I hold freshly picked flowers. I am a v.....
2. Kings and queens once made me their home. I am a c.....
3. Cinderella met Prince Charming at a b.....
4. The students were quite bored in c.....
5. Let us meet at h..... past two.
6. Please a..... all the questions.
7. What are his ch..... of winning the race?
8. Please p....., the salt.
9. I'm planning to go to the opera a..... dinner.

4. Below, you find eight sets of words, each word containing either an /ɑ:/ or an /æ/ sound. Underline the word in each set which in Standard American English contains a different vowel sound than the others.

1. dance; rat; far; chat
2. mass; ask; stand; park
3. harp; class; dart; car
4. bar; half; cab; gas
5. pants; can't; ban; heart
6. carp; march; ask; star

7. chance; bath; glass; scarf
8. laugh; marsh; smart; dark

5. Say out loud the following words with the two different vowels indicated below:

1. fast, bath, calf, aunt.

British English /ɑ:/	American English /æ/
-------------------------	-------------------------

2. got, crop, hot, god, stock, frog, not, top, lot.

British English /ɒ/	American English /ɑ:/
------------------------	--------------------------

6. Which are the words below that are (or can be) pronounced differently in British and American English? Underline them.

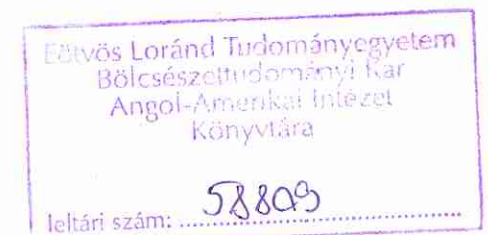
rude, flu, tube, June, new, due, chew, nude, huge, during, duty, student, use, few, argue, pure, Sue.

7. In which of the words is the pronunciation of /j/ obligatory in British English?

lukewarm, super, rude, resume, illusion, parachute, insurance, suit, value, tube, during, Jesuit, continue.

**SECTION 2: Diphthongs**

Diphthongs are combinations of two vowels within one syllable. The diphthongs in British English are /ɪə/ as in *fear*, /eɪ/ as in *make*, /eə/ as in *care*, /aɪ/ as in *tie*, /aʊ/ as in *down*, /ɔɪ/ as in *boy*, /əʊ/ as in *go*, and /ʊə/ as in *sure*. The diphthongs in American English are /eɪ/ as in *make*, /aɪ/ as in *tie*, /aʊ/ as in *down*, /ɔɪ/ as in *boy*, and /oʊ/ as in *go*.





## 2.1 The quality of the diphthongs

As can be seen, the quality of /əʊ/ in British English is different from that of /oʊ/ in American English. Moreover, the three diphthongs present in British English but missing in American English (/ɪə/, /eə/ and /ʊə/) all contain the reduced vowel /ə/. Their disappearance from American English can be attributed to the "/r/-pronouncing" nature of American English (see 3.1 below). That is, the pronunciation of /r/ in American English in contexts where it is not pronounced in British English "takes up the role" of the reduced /ə/ sound that is almost completely dropped in American English. Thus in American English we get /fɪ<sup>ə</sup>r/, /ke<sup>ə</sup>r/ and /ʃʊ<sup>ə</sup>r/ as pronunciations of the words *fear*, *care*, and *sure*.

## 2.2 /aɪ/ vs /ɪ/ or /i:/

There are certain contexts in which the British use the diphthong /aɪ/ and Americans use the sound /ɪ/. These contexts include words with the spelling *-isation* (as in *sterilisation*, *fertilisation*, *mobilisation* etc.) and *-ile* (as in *sterile*, *fertile*, *mobile* etc.). While some speakers of American English may prefer the pronunciation of *-ile* with /aɪ/, no speakers of British English would pronounce the words above with /ɪ/.

The preferred standard pronunciation of the word *either* in British English is /aɪðə/, but /i:ðə/ can also be heard. The favoured American pronunciation is /i:ðər/, but /aɪðər/ also occurs. The opposite of this situation also occurs; that is, when the British pronounce /ɪ/, for example, in words beginning with *anti-* (as in *anti-democratic*), while Americans can say /aɪ/ here, too, pronouncing *anti-* as /æntaɪ/.

## SECTION 2: Exercises

1. Sort out the following words ending in *-ile* according to their possible pronunciation. If they are pronounced differently in British and American English, put them into column A; if the pronunciations are identical, put them into column B.

hostile, file, smile, fragile, pile, tile, missile, exile, docile, while, mobile, fertile, mile, profile, futile, compile, reptile, Nile

Column A

Column B

## SECTION 3: Consonants

### 3.1 Absence of /r/ vs presence of /r/

The sound /r/ is primarily responsible for the perceived differences between British and American English pronunciation. British English is regarded as an "/r/-dropping" language, while American English as "rhotic"; that is, the sound /r/ is pronounced in more contexts in American than in British English. This is not to say that it is pronounced in all dialects of American English or that it is not pronounced in any dialect of British English. Moreover, the pronunciation of /r/ is socially prestigious in the U.S., while /r/-dropping is prestigious in England.

In British English the general rule is: pronounce the /r/ before vowels but drop the /r/ before consonants and at the end of words. Thus, since in words like *fork*, *learn*, *hurt*, *car* the /r/ occurs either before a consonant (/k/, /n/, /t/) or at the end of a word /kɑ:/, it is not pronounced. Notice, however, that when the word with an /r/ at the end (such as *car*) is followed by a word that begins with a vowel (such as *out*), the /r/ is pronounced (as in the sentence *They pushed the car out of the garage*). This phenomenon is called the "linking" /r/ and is simply a consequence of the rule in British English that "tells" its speakers to pronounce the /r/ before vowels.

The general rule in American English is: pronounce the /r/ in all contexts. Thus in American English the /r/ is pronounced in all the examples above. The wider applicability in American English of the rule to pronounce the /r/ explains why American English is perceived as somehow being characterised more by the sound /r/ than British English is.

Another use of the /r/ in British English is the so-called "intrusive" /r/. In this case, an /r/ sound is pronounced intervocalically (between vowels) between two words even though there is no /r/ in the writing. Intrusive /r/ is most common between /ə/ and a vowel, less common between /ɔ:/ and a vowel and least common between /a:/ and a vowel. Thus the phrase *the idea of it* and the sentence *I saw it* would be pronounced as /ðɪ aɪ'dɪə əvɪt/ and /aɪ sɔ:r ɪt/, respectively. The intrusive /r/ is common in British English and in the New England dialect of American English.

There is a further important difference between British and American English as regards the /r/ sound. It has to do with the way the sound is produced. In British English it is typically pronounced first with an upward and then a downward movement of the tip of the tongue. When Americans produce it, they often curl the tip of the tongue back. This is called a "retroflex" /r/ (symbolised by /ɻ/). Retroflex /r/ primarily occurs in American English before consonants (as in *learn*, *fork*, *heart*) and at the end of words (as in *car*, *bar*, *father*). Some speakers of American English generalise this kind of /r/ to /r/'s at the beginning of words (as in *real*, *rock*, *round*) and also to positions between two vowels (as in *hurry*, *marry*). But the tendency seems to be for both speakers of British and American English to produce the same kind of non-retroflex /r/ in such word-initial positions and between two vowels.

### 3.2 /t/ and /d/ vs /D/

Where British English has /t/ or /d/, American English often has /D/. The /D/ sound is called a "flap". (To produce the flap, the tip of the tongue flaps once against the tooth ridge.) The flap is used commonly by speakers of American English in cases where the sounds /t/ and /d/ occur between a stressed and an unstressed vowel, as in *writer, rider, latter, ladder, etc.*

### 3.3 Voiceless vs voiced consonants

The regular voiceless consonants /k/, /p/ and /t/ sometimes become voiced in unstressed position in American English, yielding a /g/-like, /b/-like, and /d/-like sound. This shift chiefly happens in relaxed or lazy colloquial speech, in which, say, the word *property* can be pronounced as /'prɑ:bərdi/ in American English.

### 3.4 Presence of /t/ vs absence of /t/

Unlike in British English, the sound /t/ may be left unpronounced in American English. This is most common in informal, conversational style. The phonetic context in which it happens involves a /t/ directly preceded by a /n/, with the /nt/ occurring between two vowels (where the second vowel is /i/ or /ə/). Thus in words like *twenty, plenty, winter, etc.* the /t/ sound is often completely dropped in American English, resulting in /tweni/, /pleni/, /wɪnər/, etc.

### 3.5 /w/ vs /hw/

The /w/ sound is produced by the back part of the tongue moving toward the back of the mouth cavity (which is called the "velum") and by rounding the lips at the same time. (The /w/ is called a "labiovelar" sound.) /w/ occurs at the beginning of words like *witch* and *which* in both British and American English. Instead of the /w/, some speakers of American English can also have a /hw/ pronunciation in cases where the spelling has an *h* after the *w* in word-initial position (as in *which, what, where, etc.* but also in *somewhat, anywhere, etc.*). When this happens, the /w/ becomes voiceless.

### 3.6 "Clear" /l/ vs "dark" /l/

The typical way for producing the /l/ sound in English is to vibrate the vocal cords; in other words, the /l/ is a voiced sound. When it follows voiceless sounds, it generally becomes voiceless (as, e.g., in *please*) both in British and American English.

There is a difference in the pronunciation of the /l/ sound in British and American English. Americans use what is called the "dark" /l/ (symbolised phonetically by /ɫ/) more often than the British. In producing the dark /l/, together with the tip of the tongue touching the tooth ridge, the back of the tongue is raised. In the case of the clear /l/, there is no raising of the back of the tongue. In British English the dark /l/ occurs only (1) in word-final position (as in *dull, deal, rule, etc.*) and (2) before consonants (as in *milk, help, cold, etc.*). All other contexts produce the clear /l/ in British English. However, American English tends to have the dark /l/ in all contexts. (But this tendency is less strong in some dialects of American English, as in the South Atlantic region, and in some phonetic environments, such as in word-initial position before "high" vowels – like in the word *Linda*.)

### SECTION 3: Exercises

1. The pairs of words *pedal - petal* and *bleeding - bleating* sound very much the same in American English. Try to find as many similar pairs as you can.

2. Underline the places where an intrusive /r/ may appear in British English.

visa application	how urgent	vanilla ice-cream
Martha answered	happy again	Cuba is
the idea is	law and order	value added tax

3. Circle the /r/-s which are pronounced in the sentences below both in British and American English.

- Margaret and Arnold were ironing their shirts at four o'clock.
- Peter presented a boring lecture.
- Anna impressed the principal with her performance.
- My travelcard expired more than a year ago.

4. Say these words containing the /r/ sound with both British English and American English pronunciation. Remember that the British drop the /r/ if followed by a consonant or if it occurs at the end of a word.

perhaps	early	corner
arts	farm	year
cards	warm	chair
heard	part	longer
hardly	letter	car
morning	another	park

market	water	warmer
remember	power	far
garden	flower	our

5. Read the following text first with British English, then with American English pronunciation.

Ann: I can hardly believe it.

Joe: What happened to your car?

Ann: Remember, I went out this morning to the market to pick up a few things. I wanted to buy flower seeds for our garden.

Joe: Yes, I know you wanted to give it a warmer look. But why did you park the car that far away from the corner?

Ann: I didn't! I stayed longer than I planned and heard a loud noise. I rushed out and saw that another car had hit my car from behind.

6. Circle the /r/-s that are pronounced in American English but not pronounced in British English.

1. President Carter delivered a tiring lecture yesterday.
2. Peter and Mr Rodman aren't really ardent.
3. Two years ago I tried to clear up all the rubbish from the street.
4. The girls were asking me questions while I was trying to concentrate.
5. There are four hundred litres of petrol in the cellar.

7. What is the source of misunderstanding between the British speaker and the American speaker?

American to Englishman: "Say, what's your job?"

Englishman: "I'm a clerk."

American (astonished): "You mean you go 'tick-tock, tick-tock'?"

(Taken from P. Strevens, *British and American English*, Collier-Macmillan, 1972)

#### SECTION 4: Word stress

##### 4.1 Absence of secondary stress vs presence of secondary stress

In certain groups of words American English has both a primary and secondary stress, whereas British English has only primary stress, as the word *secondary*, where the British pronunciation is /'sekəndəri/, while Americans say /'sekən,deri/. The consequence of the fact that British English does not have secondary stress in these cases is that there is an

almost complete loss of the last but one vowel in the words concerned. The vowel becomes a reduced sound, called the "schwa", represented as /ə/. In contrast, since American English does have secondary stress in these cases, the vowels concerned (/e/ and /ɔ:/) retain their full phonetic value. Other examples of this kind include *customary*, *dictionary*, *military*, *necessary*, *secretary*, *cemetery*, *territory*, and many others.

Another group of words with the same difference consists of words ending in *-ony*. Thus the word *ceremony* is pronounced /'serəməni/ in British English but /'serə,məʊni/ in American English.

#### SECTION 4: Exercises

1. How do you pronounce the following words in British and American English?

military; lavatory; commentary; secretary.

2. Can you find additional words which behave in the same way as *ceremony* as far as word stress is concerned?

## C. General Exercises

1. Underline the words that are pronounced differently in American and British English.

nurse, face, lot, kit, trap, foot, bath, cloth, price, choice, mouth, hear, square, start.

2. Find those places in the text where standard British and standard American pronunciation differs, and – in case you find some that remind you of any patterns you have learned – divide them into groups of similar cases.

How to take a bath in the morning

The first task is to rise from your rest,  
Another is not to bother about the weather,  
Or worry about what is new  
But to start straight on the path  
That leads to the bath(room).  
Nevertheless  
Do not let yourself be hurried by the circumstances  
But make some necessary changes to your schedule,  
So that you can be the master of your house  
Or the lord of your (modern) castle  
All day long.

Also, notice how rhymes change, appear and disappear as you switch from one pronunciation to the other. You can also find pairs of words that rhyme in one pronunciation, and do not rhyme in the other.

3. In each column below, two words are (or can be) pronounced differently in British and American English. However, one of the three words in each group is pronounced identically. Find this word.

A	B	C
pass	argue	either
half	tube	neither
calm	student	liver

4. Answer the questions.

In which accent does

1. tomato rhyme with potato?
2. clerk with murk?
3. dance with park?
4. clerk with mark?
5. ask with cat?

5. Below you find a text exemplifying pronunciation differences between British and American English. Try to identify how the different (italicised) words are pronounced in the two varieties of English.

The *German* government has *currently* introduced a *new measure* according to which *German students* will now have to *pass* exams in order to *enter universities*. The *government* assumes that the *new type* of exam will *encourage* students to *learn* a lot *more* about *their culture* and language so they will be *later* able to *talk* or write in a sophisticated *manner*. *There are certain patterns* in this *new modern* exam. It consists of two *large* and *entirely* different *parts*. The *first part* is *concerned* with *economic* and household knowledge: how to make the soil *fertile*, what to *purchase* in the *grocery store*, how to cook *curry*, etc. In the second *part*, the *examiners* are *more* curious about the *student's knowledge* of *culture* and *entertainment*. These include *exercises* on *grammar*, *literature* as well as such *minor* areas as *dancing*.

6. Do the words in the sentences rhyme in British or American English? Why don't they rhyme in both languages?

1. Father can't dance in the bath.
2. Few new students are on duty.
3. Reptiles are hostile to missiles.
4. First not a bird but a clerk was burnt.
5. Kate ate a vase on her vacation.
6. Cars are parked outside the class.
7. A new tube is used.
8. You can't ask your partner in the class.

7. Arrange the following words into groups on the basis of the phonetic differences they represent.

cloth, futile, bath, after, courage, dog, fragile, pass, hurry, worry, docile.

**8. TAPE** You are going to hear 12 words, which are pronounced either with a British accent or an American one. Your task is to decide which belongs to which variety. Circle your answer.

ceremony BE/AE	either BE/AE	hurry BE/AE
vacation BE/AE	not BE/AE	property BE/AE
dollar BE/AE	dictionary BE/AE	schedule BE/AE
stationary BE/AE	matter BE/AE	waistcoat BE/AE

Can you think of some more examples to which the same rules apply?

**9.** Read the following sentences aloud first with a British, then with an American accent.

1. The fox spotted the cock so he was shot.
2. He ate vitamins on Monday and Wednesday.
3. She knew that my duty was to show new students how to use the tube numerous times.
4. It doesn't matter if you walk under a ladder in leather.
5. There's no need to worry: the hatchet is buried.

**10.** The following sentences are transcribed into phonetic symbols representing either British or American pronunciation. Try to "decode" these sentences; find out whether the transcription reflects American or British pronunciation. Then write down in phonetic transcription how the sentence would sound according to the other pronunciation.

1. /aɪ kɑːnt beə fɔːls tjuːnz/  
.....
2. /ðə hɒstl ɡɑːrdənər brɒt sʌm tə'meɪtʊz tə ðə læbərətɔːrɪ/  
.....
3. /'ɑːftə pɑːsɪŋ ðɪ ɪɡ'zæm, ðə njuː stjuːdənt meɪd hɪm'self ə hɒt bɑːθ/  
.....
4. /ðə klæs æskt ðɪ ɑːrtɪsts tə dæns ət læst/  
.....

**11.** In each line, there is a word which does not belong there because of its pronunciation. Find it and determine which rule applies to it.

1. raisin, pear, grapes, cherry.
2. missile, pile, while, mile.
3. punctual, lunatic, noon, nude.
4. hand, band, chance, man.
5. milk, mill, melon, mental.

**12.** Match the words.

- |             |             |
|-------------|-------------|
| winter (AE) | writer (AE) |
| part (BE)   | knot (AE)   |
| rider (AE)  | winner (BE) |
| not (AE)    | pot (AE)    |

**13.** In this exercise you have to form two lists for the given words. Each list should contain words that behave similarly from a certain point of view. Explain your choices. Be careful, there is one word which does not fit into either of the groups.

normal, partner, common, compromise, hot, pompous, far, hard, cot, curse, torture, nurse, promise, goodness.

List 1:

List 2:

## Unit 2

# SPELLING AND PUNCTUATION

### A. Dialogue

Listen to the following dialogue between Emma and Brad. They run into each other in the school hallway.

#### TAPE

BRAD: Hey, Emma, what's up? You look upset.

EMMA: You can say that again. I applied for a part-time job as a secretary and was asked at the interview to write a business letter. They just glanced at it and simply said that I'm not the person they're looking for.

BRAD: Did they say what the problem was?

EMMA: Well, that's the worst part. They said that my spelling isn't good enough. I don't understand – what on earth do they mean? I was the best speller in my class at home.

BRAD: Yeah, I guess it does sound strange. But I'm sure you'll find a much better job... there's tons of job advertisements in the school newspaper. I just read some myself. Look!

### Classifieds

Fun for all! <i>Fulfill</i> your dreams – male and female actors needed for the school's <i>theater</i> ! Practice hours: every Wednesday 4-6 PM Auditions: 09/10, 4 PM, Rm. 12.	Want to become an <i>honors</i> student? <i>Enroll</i> now with Mr. Darcy for the best classical studies <i>program</i> ! Classes in <i>esthetics</i> and <i>medieval</i> literature. First meeting: <i>September 15</i> , 3 PM, Rm. 16.
Get your driving <i>license</i> fast with Pete! Student rates – call 3218878.	Abba <i>thru</i> Zeppelin: all the <i>disks</i> you ever wanted at really cheap prices! Address: "The <i>Curb Shop</i> ," 42 <i>Counselor</i> Rd.
Make your own <i>jewelry</i> – and be <i>skillful</i> at it too! Classes: Thursdays 3-5:30 PM, Rm. 34. Starting: 09/11	<i>Practice</i> your French with a native speaker! Call Claire at 3466900.

<p>Looking for a part-time job? Then the <i>DONUT PARLOR</i> is the place for you! Great wages, free <i>donuts</i> in the town <i>center</i>! Address: 230 <i>Labor Ave.</i></p>	<p>Join the Book Club NOW for amazing offers! For a free <i>catalog</i> write to: "The Book Club," 185 <i>Wagon</i> Rd., Norcross, GA 30092</p>
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See? What about the "Donut Parlor"? You can even get free donuts.

EMMA: Very funny. But I don't think I want to work at a place where they can't even spell properly.

BRAD: What do you mean?

EMMA: Look, "donut" should be D-O-U-G-H-N-U-T and "parlor" should be P-A-R-L-O-U-R. My goodness, they even got "center" wrong!

BRAD: It looks fine to me. I don't see any problems with either "donut" or "parlor".

EMMA: Well, I'm sure we learned to spell "center" as C-E-N-T-R-E.

BRAD: Maybe in England it's spelt like that, but here C-E-N-T-E-R is definitely okay. Hey, ... this may be the reason why you didn't get that secretarial job!

EMMA: Excuse me?

BRAD: Well, you wrote your business letter using British spelling and they must have thought you don't know how to spell.

EMMA: Yes, that must be it! Of course, even our English teacher in England mentioned that there are some spelling differences between British and American English... Oh, by the way, would you be interested in acting?

BRAD: Acting? Where?

EMMA: This advertisement says that the school theatre is looking for actors and actresses. The auditions are on the 9th of October.

BRAD: Hm, let me see... that's not the 9th of October, it's the 10th of September! We write it the other way around.

EMMA: This is truly confusing... How will I ever manage here?

BRAD: You'll manage just fine. And don't worry, I'll help sort things out.

### Exercise

Words that are spelt or punctuated differently in American English have been italicised in the advertisements. Read through the advertisements, find the italicised words, and check the British spelling and punctuation in a British English dictionary or grammar book.

## B. Differences

### SECTION 1: Simplification

#### 1.1 *-our* vs *-or*

This is one of the well known differences between British and American English spelling. Perhaps the best known example here is the word *colour* (BE), spelt *color* in AE. The difference can be found most typically with common abstract nouns, such as *colour* – *color*, *honour* – *honor*, *favour* – *favor*, *labour* – *labor*. When nouns refer to people, they take the ending *-or* in both British and American English, as in *governor*. Also, in medical and/or scientific terminology chiefly *-or* is used, as in *pallor*.

#### 1.2 *-ogue* vs *-og*

Words that end in *-ogue* in British English often end in *-og* in American English. Some common examples include *catalogue* – *catalog*, *analogue* – *analog*, and *dialogue* – *dialog*. However, both of these forms are acceptable and commonly occur in the US as well.

#### 1.3 *-que* vs *-(c)k*

Some words that end in *-que* in British English end in *-(c)k* in American English. The best known example is the word *cheque* (BE) that is spelt *check* in American English.

#### 1.4 *-ae/-oe-* vs *-e-*

These letter combinations that occur primarily in British English are often replaced by *-e-* in American English spelling. Examples include *haemorrhage* – *hemorrhage* for *-ae-* and *diarrhoea* – *diarrhea* for *-oe-*. In these and other cases, British English is also adopting the simpler spellings. Thus, recent British dictionaries often give *medieval* as the first spelling of the word (rather than *mediaeval*).

#### 1.5 *-ise* vs *-ize*

*-ise* is the commonly used form in British English, as in *realise*, *criticise*, *organise*, *hospitalise*, *computerise*, *finalise*, etc. American English prefers the *-ize* spelling in these cases, yielding *realize*, *criticize*, *organize*, *hospitalize*, *computerize*, *finalize*, etc. The tendency today is for British English to adopt the American spelling variants. However, in many cases only the *-ise* form is used in both British and American English. Examples include *surprise*, *promise*, *exercise*, *advertise*, and *revise*.

1.6 *-yse vs -yze*

Words that end in *-yse* in British English often end in *-yze* in American English. Well known examples include *analyse – analyze* and *paralyse – paralyze*.

1.7 *-eable vs -able*

*-able* and *-eable* are used to form adjectives. Often, both *-eable* and *-able* are acceptable forms of an adjective (e.g., *likeable – likable*) in both British and American English. In these cases, the simpler *-able* spelling is more commonly preferred in American English.

1.8 *-en vs -in*

The *-en* prefix has *-in* as a variant in both British and American English. The *-in* variant is usually preferred in American English. Words like *enquiry, ensure* ("make certain") and *enclose* are more commonly spelt *inquiry, insure* and *inclose* in American than in British English.

1.9 *-ence vs -ense*

Many words that end in *-ence* in British English are spelt *-ense* in American English (e.g., *defence – defense, licence – license, offence – offense, pretence – pretense*). However, we can also find the British variants in American English as an alternative.

1.10 *-re vs -er*

Many nouns that end in *-re* in British English end in *-er* in American English. Examples include *centre – center, fibre – fiber, litre – liter, metre – meter, theatre – theater*. However, many other words are spelt with *-re* in American English as well (such as *acre, massacre, cadre, mediocre*).

1.11 Presence vs absence of silent *-e*

When words that end in *-dge* (e.g., *judge, acknowledge, fledge*) receive a suffix that begins with a consonant, the silent *-e* at the end of these words is usually kept in British English. American English, on the other hand, tends to drop it. Thus, we get *judgement – judgment, acknowledgement – acknowledgment, fledgeling – fledgling* as typical variants in British and American English. However, in the same way as Americans sometimes keep the silent *-e* in these cases, the British also adopt the American spelling. For example, *judgment* is the accepted spelling in Britain in legal contexts.

## 1.12 Informal spelling

American English often uses informal spellings (of some common English words) which reflect the pronunciation of these words more closely than standard, conventional spellings. Examples include:

high	hi
doughnut	donut
night	nite
through	thru
right	rite
though	tho
low	lo
cool	kool
socks	sox

This can go to extremes in such cases as:

U	you
4	for

Some of them can appear in road signs. For example:

throughway	thruway
crossing	Xing

These spellings are very informal and are not used in standard or formal American English. Many of them are making their way into the English of especially young speakers of British English. They are also very popular in advertising and tabloid newspapers.



SECTION 1: Exercises

1. Write an 'A' in front of the words below which are spelt here according to the conventions of American spelling.

flavour	organise
aluminium	center
grey	programme
judgment	color
dreamt	jewelry
stigmatize	licence

2. Find the odd-pair-out.

licence - license    pretence - pretense  
 defence - defense    practice - practise

3. Which of the following words are spelt with *-our* in British English? Underline them.

emperor, candor, color, harbor, mirror, behavior, honor, stupor, error, neighbor, savior.

4. You have learned that although all the words ending in *-our* in British English are spelt as *-or* in American English, not all words ending in *-or* in AE are written as *-our* in BE. In other words both varieties of English share some words which always end in *-or*. Underline the words which are written in the same way in both varieties of English. (All the words are given in their American spelling.)

labor, neighbor, vapor, mirror, error, rumor, gladiator, behavior, Equator, honor, professor, bachelor, savior, elevator, splendor, alligator, major, motor, color, armor.

5. Group the following words according to which variety they belong to.

anemia, licence, dialog, donut, labor, draught, cosy, centralize, offense, aeroplane.

British English:

American English:

6. Provide the American spelling.

cheque		kerb	
mould		baptise	
tyre		litre	
disc		plough	

7. Below you can see words which are spelt differently in American English. Complete each sentence with one of the words but use their American spelling forms.

honour, humour, flavour, favourite, labour, behaviour, neighbour, colour.

- I like his jokes. He has a really good sense of .....
- While our ..... were on vacation, we had to water their plants.
- I'd choose this sweater if I were you. Its ..... suits you better.
- Working in a coal mine is hard .....
- Children's ..... depends largely on the way they were brought up.
- The world famous ice-cream company makes more than fifty different ..... of ice-cream.
- Eric's ..... movie is Star Wars. He has seen it at least twenty times.
- Mr Dwyer has never lied in his life. He is a man of .....

8. Based on what you have read in this section, which of the following words is the odd-one-out in each group? Explain your choice.

- hypnotize, authorised, arise
- utilization, exercise, organise
- licence, judgment, thru

9. Try to find at least one example not mentioned in the book for the following rules (using a dictionary might be helpful):

(licence – license) .....

(colour – color) .....

(centre – center) .....

10. In the following text the italicised words are spelt in British English. Try to replace them with their American counterparts.

There is a rather exciting performance series going on in the *theatre*....., called "*Dialogues*" ..... It is called so because two actors are talking about the *saviour*..... . They are going through the four books of the New Testament and each time have a debate about interesting topics in *connexion*..... with the life of Jesus. Last Saturday the dispute was about the *Judgement*..... Day. One of the actors is dressed in black which indicates that he is the one who always contradicts the actor wearing a white *colour* ..... suit. Towards the end of the performance people from the audience can put their own questions forth.

11. Find the American forms of the words in the puzzle.

Words with dropped letters	Words with replaced letters	Words with reversed letters
behaviour	advertise	centre
colour	complexion	metre
catalogue	defence	theatre
dialogue	inflexion	
flavour	licence	
foetus	memorise	
honour	offence	
manoeuvre	pretence	
mediaeval	realise	
monologue		
neighbour		
valour		

O R C O M P L E C T I O N T S O  
 B O E S N E F E D M E M O R I S  
 F B M A N E U V E R N E N S E E  
 T H E A T E R M Z O B O U G H S  
 Z G I H L O O R I M A L I C B N  
 U I S Z A R O T T O D L L V E E  
 I E U O I V C U I N V T A I S T  
 S N T Z A E I N O M E L V N N E  
 E L E L N M C O L O R I E F E R  
 Z L F N M E A M R N T C I L F P  
 I F O V N T T E X O I E D E F R  
 L C E T A H A T I L Z N E C O E  
 A F E T E L L E O O E C M T V T  
 E R L H O N O R N G L E E I E E  
 R D I A L O G R S N E X D O R N  
 T O P Y X Z A I N T I N O N D P

12. Which is the odd-one-out?

tonite, tho, thru, mite, nite

13. Transform the following informal words and expressions into standard form.

1. thru: .....
2. tho: .....
3. I luv U: .....
4. tonite: .....
5. 2 U: .....
6. My luv 4 U: .....
7. U R 2 sweet 2 B 4got10: .....

#### SECTION 2: Doubling

In English, the general rule concerning word-final consonants is that the final consonant of the word must be doubled if the vowel preceding the consonant is stressed (as in *o'ccurring*) but not if it is unstressed (as in *'entering*). However, in British English doubling occurs with some word-final consonants (*l, m, p*) even if there is no stress on the vowel preceding the *l, m, or p*. Some Americans use both alternatives.

2.1 *-ll-* vs *-l-*

In British English, when a word ends in an unstressed vowel and this unstressed vowel is followed by the letter *-l*, the *l* is usually doubled if endings (e.g., *-ed*, *-er*, *-ing*) are added to the word. In American English, doubling typically does not take place in this case. For example:

BRITISH ENGLISH	AMERICAN ENGLISH
travelled	traveled
travelling	traveling
traveller	traveler
counsellor	counselor
jeweller	jeweler

Some Americans also use the typically British spellings as alternatives, as in *jeweller*. However, the *-l* is doubled in American English when the *-l* occurs at the end of a stressed syllable, as in *controlled* or *installment*. This also explains the general American preference for the use of the double *-l* even in those cases where no ending is added to a word. Examples of this kind include *instil* – *instill*, *appal* – *appall*, *enthral* – *enthrall*.

2.2 *-mm-* vs *-m-*

If an *-m* stands at the end of a word preceded by an unstressed vowel, the *-m* is doubled in British English if *-er*, *-ing*, *-ed*, or *-est* is added to the word. In American English, typically this does not happen. For example:

BRITISH ENGLISH	AMERICAN ENGLISH
programming	programing
programmed	progamed

2.3 *-pp-* vs *-p-*

The doubling of *-p-* at the end of verbs occurs in some cases in British English, but usually not in American English. For example:

BRITISH ENGLISH	AMERICAN ENGLISH
worshipping	worship(p)ing
worshipper	worship(p)er
handicapped	handicap(p)ed
kidnapper	kidnap(p)er

As can be seen, speakers of American English also have the British spelling as an alternative. However, with most verbs ending in *-p*, there is no difference between the British and American spellings. For example, if we add *-ing* to the word *develop*, the result is *developing* in both varieties of English.

2.4 Double *-ss* vs single *-s*

Verbs that end in *-s* often have alternative spellings in both British and American English when endings (*-ed*, *-ing*) are added. For example, we have *biassed* – *biased*, *focussed* – *focused*, *bussing* – *busing*, etc. The choice often seems to depend on individual taste, but as a general tendency the British usually prefer the doubling of *-s* (i.e., *-ss*), while Americans use the single *-s*.

## SECTION 2: Exercises

1. Are the words below spelt correctly in British English (1), American English (2) or both (x)?

skillful		visiting		equalled	
beginning		offering		enrolling	
enroll		traveler		enrolment	
counsellor		fulfil		jeweller	

2. Add the missing letters to the words spelt below in American English to get the correct British spelling.

me l g le p l me l

counselor		worshiped	
kilogram		traveler	
jewelry		wagon	
program		woolen	

## SECTION 3: The use of punctuation marks

## 3.1 Hyphen

It is a general difference between British and American English that British English uses a great many more hyphens in word compounding than American English. In American English words are typically written either solid or open, but less often with a hyphen. For example, the spelling *home-made* is more typical of British English, *homemade* of American English.

It is more common in British than in American English to write compound words with a hyphen when the last letter (a vowel) of a prefix attached to a word is the same as the first letter (a vowel) of that word. In the examples, the first version occurs more frequently in British than American English: *co-ordination* – *coordination*, *co-operate* – *cooperate*, *re-elect* – *reelect*.

## 3.2 Full-stop

British usage avoids the use of full-stops in abbreviations. For example, we find *vs.*, *Mr Smith*, *Dr Brown* in Britain. Americans, however, would have *vs.*, *Mr. Smith*, *Dr. Brown* for the same cases. This rule applies to cases where the abbreviation contains the last letter of the abbreviated word, as in *versus*, *mister*, *doctor*.

When the time of the day is specified in Britain, the full-stop is used in writing. For example: *Let's meet at 5.30*. Americans, on the other hand, use the colon for the same purpose: *Let's meet at 5:30*.

## 3.3 Comma

In British English no comma is used between the last two items in a list:

He gave me an apple, a pear and a banana.

In American English, there is a comma before the *and*:

He gave me an apple, a pear, and a banana.

The use of commas in letters is dealt with in section 4.3.

## 3.4 Colon

After the colon, British English typically uses lower-case letters to continue the sentence:

The conclusion is: boys will be boys.

American English typically uses capital letters in this case:

The conclusion is: Boys will be boys.

More on the colon in section 4.3.

## 3.5 Quotation

The British often use single quotation marks (that is, inverted commas: ‘ ’) for quotations, while Americans prefer double quotation marks (“ ”). For example:

The author writes: ‘The book was a success’. (BE)

The author writes: "The book was a success." (AE)

In British English, the full-stop and comma are outside closing quotation marks. American usage places these inside. (This is illustrated in the previous examples.)

However, the colon and semicolon go inside quotation marks both in British and American English. For example:

The author writes: ‘The book was a success;’ (BE)

The author writes: "The book was a success;" (AE)

When direct speech is reported in British English, punctuation marks are inside closing quotation marks, similarly to the American rule above. For example:

‘I love you,’ John said.

## SECTION 3: Exercises

## 1. Rewrite the passage using the American conventions of punctuation.

At 4.15 in the morning, Mr Reader woke up and couldn't go back to sleep. At 6.20 he got dressed and went to the nearby shop. He bought a croissant, some milk and an apple for breakfast. When he got home, he found that he left the apple in the shop. ‘What's happening to me? I must be getting old,’ he thought.

## SECTION 4: Dates, addresses and letters

## 4.1 Dates

When dates are written as numbers, British and American English differ. For example, the third day of October in the year 1999 is written as *3/10/99* in British English, while it is *10/3/99* in American English. That is, in British usage the order is: day, month, year; in American usage it is month, day, year.

There is also a difference in the writing of dates. Thus, the date above is written as *3 October, 1999* in British English and *October 3, 1999* in American English. These ways of writing dates are especially common in letters.

When the date above is pronounced, British and American English differ again:

- on the third of October, 1999 (both BE and AE)
- on October the third, 1999 (BE)
- on October third, 1999 (AE)

## 4.2 Addresses

As an example, here's an imaginary British and American address for an informal letter:

BRITISH ENGLISH	AMERICAN ENGLISH
John Brown 5 Apple Road Angelfield Kent TK6 7TP	Jim Tiger 10 Wayne Street Tustin, CA 92680

As these addresses show, in British English city and county appear as two lines, while in American English city and state appear as one line. In the case of a more formal letter, you can write a title before the name (*Mr, Mrs, Ms, Dr*; etc.). In American English, titles are followed by a full stop (*Mr., Mrs., Ms., etc.*).

## 4.3 Letters

The date is given as described above in 4.1.

The address is written as described above in 4.2.

The opening salutation (*Dear X*) is usually followed by a comma or nothing in British English, whereas American English has a comma after the opening salutation in personal (informal) letters and a colon in business (formal) letters:

- Dear X (BE)
- Dear X, (BE or informal AE)
- Dear X: (formal AE)

When addressing several men, instead of *Dear Sirs* Americans also often use *Gentlemen*.

The commonest closing formula in British English business letters is *Yours faithfully*, especially in letters where the opening salutation does NOT include a name (e.g. *Dear Madam*). This is not common in the U.S., where typically *Sincerely*, *Sincerely yours* or *Yours truly* is used.

Similarly to the opening salutation, the closing formula typically does not have a comma after it in British English, but it does have one in American English:

- Yours faithfully (BE)
- Sincerely, (AE)

## SECTION 4: Exercises

1. In which usage is the 5<sup>th</sup> October 1999 as written below? Circle the correct answer.

- 5/10/1999: BE/AE
- 10/5/1999: BE/AE

2. There are five dates listed below. Say them aloud in both British English and American English.

- 11/5/99
- 12/3/89
- 6/8/75
- 10/5/98
- 8/12/82

3. Rewrite the letter according to the spelling and punctuation rules of British English.

March 1, 1999

Dear Alison,

How are you these days? We are now in the process of organizing a seminar on aluminum production in Poland. The seminar will take place in Santa Rosa, California. The address is:

Luther Burbank Center  
1323 Foxglove Ct.  
Santa Rosa, CA 15209

It will begin on May 15, and will end on May 21. It would be an honor to have you here. Hope to hear from you soon.

Best wishes,

Bill Bradley

**C. General Exercises**

1. Which variety do the following words belong to?

honour, skillful, wagon, kerb, mold, theatre, fetus, parlor, canceled, catalog, offense, dialling, defense, realize, connexion, offence, organise, neighbour, center, manoeuvre, encyclopaedia, color, mediaeval, check, cheque, traveller, judgment, woolen, aluminium, moustache.

2. If you saw words spelt in the following way, would you expect the writer in each case to be British or American? Why?

Word	BE / AE	Explanation
labor		
centre		
civilise		
theater		
colour		
thru		
nite		
traveling		
plough		
paediatrician		

3. Find the British or American counterparts of the following words.

judgement		behaviour	
honor		aluminum	
woolen		theatre	
esthetic		analyse	
recognize		travelled	

4. Supply the missing letters according to

a. American spelling:

- I love col\_rful travel catalog\_s.
- The rum\_r is that your counse\_or asked you to go to the theat\_ with him.
- The am\_ba in the harb\_r was two millimet\_s long.

b. British spelling:

- Tom overheard an ill-hum\_red dialog\_ at the shopping-cent\_.
- This ax\_ is not made of alumin\_m.
- I can't reali\_e my plans because the hon\_rs course got cance\_ed.

5. Choose the correct answer.

- The Royal Shakespeare ..... has the highest ticket prices in town. (Theatre / Theater)
- Disneyworld in Florida offers a variety of ..... for children as well as adults. (programmes / programs)
- The New York Yankees took the lead after the second ..... (innings / inning)
- The ..... Court in Wimbledon is every tennis player's dream. (Centre / Center)

6. The following sentences are spelt either according to American or to British conventions. However, there is one word "misspelt" in each sentence. First try to find out to which variety of English the sentence belongs, and then modify the spelling of the word which reflects the other kind of spelling.

- The man with the gray moustache is our anesthetist.
- I was put in gaol for stealing some jewelry and two hard disks.
- A skillful counsellor does not pass judgement on his patients.
- "No offense," said the officer wearing striped pyjamas, "but can I see your license?"
- Did Your Honour see that anaemic presentation of King Lear at the theater last night?
- The demagog delivered a monologue in the wagon.
- The artist did not say anything about your painting in connexion with its esthetics and its colours.
- My neighbor couldn't tolerate the draught in his house any more, so he went out to plough his field.

7. Decide which of the following sentences were written by an American and which by a British person. Circle the correct answer.

- When I traveled to Switzerland the weather was horrible. BE/AE
- If you put the sofa in the centre of the room, it would look much better. BE/AE

3. I think she only makes it harder for herself, she shouldn't harbour such thoughts in her mind. BE/AE
4. If you fulfil all the requirements, you will be admitted to the course. BE/AE
5. This catalog is going to contain several animal photos including dogs, horses, rabbits, and dolphins. BE/AE

8. Which speaker is American and which is British? Underline the words that helped you.

- A: Hello Kate! How are you?  
 B: Fine, thanks, and how are you? I've heard you travelled a lot in August.  
 A: Oh yes, we went over to Europe.  
 B: And which places did you go to?  
 A: Well, we visited a lot of towns by the sea shore and saw those charming harbors there.  
 B: How did you set up your programmes?  
 A: At the travel agency at home we were given a catalog with a list of restaurants, museums and exhibitions. Actually we had a hard time deciding what to choose.  
 B: I'm sure you learnt a lot about the countries you've been to.  
 A: Yes, you are right, by the end we became experts.  
 B: Well, hope to see you soon. Next time maybe you could show me the photos. I'd love to see them.  
 A: Sure, I'll give you a call.

9. Decide whether the following extracts are from British or American newspapers.

1. In 1908 Winston Churchill wrote in his book *My African Journey*:  
 "Uganda is from end to end one beautiful garden where the staple food of the people grows almost without labour. Does it not sound paradise on earth?"
2. Their concerns were further fuelled by news that Greenwich University has abandoned eight secondary teacher training courses and Nene College is axing its secondary PGCE programme just three years after it began.
3. The guarantees are to be channeled through authorized banks that would compete with each other.

10. Read the following American text carefully. Find the spellings and punctuation marks that are different in British English and underline them. Then "translate" the text into British English.

Last night I quarreled with my neighbor about behavior. She is the kind of person who is very rich, wears tons of jewelry, thinks that she is the center of the world, and

evidently lacks a good sense of humor. She came over for some cough syrup for her cough, but almost had a heart attack when she glanced at my gray, woolen pajamas. So I told her: "Madam, you know that I work for the theater." Being an actress she took it as an offense and told me her opinion without pretense. So you say why bother? Because I'm in love with her beautiful daughter.

11. According to which variety's spelling and punctuation rules was the following letter written? Rewrite the letter according to the rules of the other variety.

Dear Mr Smith:

I am writing to you in defense of the recent behavior of my son. I know that you do not favor this kind of humor, so I can understand you being appaled by this willful defacement. I would not like this meager issue to become a pretext for us to become embroiled in some sort of quarrel, although I know we have quarreled in the past for less. Though painting a mustache on your portrait may be seen as a point of great offense, I must mention that the work was definitely a thorough and skillful maneuver. Looking at the situation with level-headed judgment I am sure that you too could give the due acknowledgment to this fledgling artist.

Yours truly,

Jim Beam

12. Emma received a note from one of Brad's friends. Rewrite the note by using the British rules for spelling and punctuation, to make it completely clear and natural for Emma.

Hi Emma,

Would U like to come to our dance practice tonite? Tho we're gonna have a performance on 5/8/99, we don't have enough dancers. You'll enjoy it for sure, and it won't take that much practice. It is a colorful bunch of people, and the atmosphere is always cheerful.

By the time U get thru this letter, I'll be on my way to practice, and I hope to see U there later.

Sorry, I didn't realize how long this note was getting. Gotta run...

Danny

13. Jane has to rewrite her letter of request for admission to an American university. Change the underlined parts from British punctuation and spelling to the appropriate American form.

20th August, 1999

Dear Mr Smith,

I am applying to your university according to the directions listed in the catalogue. I would like to major in Theatre Arts. For this I am willing to recite the required part from the dialogue of a certain mediaeval play. I hope that you will accept my application.

Sincerely

Jane Lovelace

14. The British have also considered the possibility of making English spelling simpler. Here is an extract from Bruce Charlton's article in *The Salisbury Review*, Winter, 1997. What do you think of it?

The European Union commissioners have announced that agreement has been reached to adopt English as the preferred language for the European communications, rather than German, which was the other possibility. As part of the negotiations, Her Majesty's Government conceded that English spelling had some room for improvement and has accepted a five-year phased plan for what will be known as EuroEnglish (Euro for short).

In the first year, 's' will be used instead of the soft 'c'. Certainly, sivil servants will reseive this news with joy. Also the hard 'c' will be replaced with 'k'. Not only will this klear up konfusion, but typewriters kan have one less letter. There will be growing publik enthusiasm in the sekond year, when troublesome 'ph' will be replaced by 'f'. This will make words like 'fotograf' 20 percent shorter.

In the third year, publik akseptanse of the new spelling kan be expekted to reach the stage where more komplikated changes are possible. Governments will enkorage the removal of double letters, which have always been a deterrent to akurate speling. Also, al wil agre that the horrible mes of the silent 'e'-s in the languag is disgrasful and they should go.

By the fourth year, peopl wil be reseptiv to steps such as replasing 'th' by 'z' and 'w' by 'v'. During ze fifz year, ze unesesary 'o' kan be dropd from vordz kontaining 'ou', and similar changes vud of kors be aplid to ozer kombinations of leters. After zis fifz yer, ve vil hav a reli sensibl riten styl. Zer vil be no mor trubls or difikultis and evrivun vil find it ezi to understand ech ozer.

Ze drem vil finali kum tru.

(Source: István Bart, *Angol-Magyar Kulturális Szótár*, Budapest, Corvina Kiadó, 1998.)

## Unit 3

## VOCABULARY

## A. Dialogue

Things are happening fast. Brad and Emma are on their first date. They are walking together to the school's dance hall. It's a September evening full of romance.

## TAPE

BRAD: Don't you just love the fall?

EMMA: Don't I just love to fall?... I beg your pardon?

BRAD: Not "to fall", but THE fall, you know, the season!

EMMA: Oh, you mean autumn! Yes, it's my favourite, except that it does get a bit chilly in the evenings.

BRAD: I have a sweater with me if you're cold. Would you like to put it on?

EMMA: Thanks. It's a very nice jumper, but my slides would get caught in it. Not to mention my fringe.

BRAD: What does your French have to do with your hair?

EMMA: Not my French, my fringe. It took me hours to fix it with slides, or, as my Gran would say, hairgrips.

BRAD: Got you. It's those bobby pins and your bangs that you're talking about. Well, you could at least put your hands into my coat pocket then.

EMMA: That's very kind of you... Look what I've found... a rubber!

BRAD: Shoot! You've found it! This is so embarrassing. You must think I'm a jerk!

EMMA: Why? There's nothing wrong with it. Actually, I used to collect them.

BRAD: Collect them? Wow, you're cool, Emma. In that case give it to me and I'll just put it in my pants.

EMMA: You want to take your trousers off in the middle of the road? Take your rubber! I'm going home.

BRAD: ...Oh, it's just an eraser!

EMMA: Why, what did you think it was?

BRAD: Never mind... Hold on, please don't go yet. Why don't we forget about the dance and just go to my place. We'll grab a few bags of chips, cookies and stuff and we'll sit outside in the backyard.

EMMA: What's the point of staring at some ugly walls when we could be having a great time at the dance? And anyway, I hate the taste of frozen chips!

BRAD: Who said they are frozen? It's not that cold yet! And our backyard's really cool. It beats any of the parks around here.

EMMA: Let's just forget this. We seem to be speaking two different languages.

BRAD: I don't know what you're talking about. But if you want me to, I'll walk you home.



EMMA: Thanks. Hey, Brad, could we stay on the pavement this time? It's quite dangerous to walk on the road.

BRAD: We're on the pavement right now. Or do you mean you want to walk on the sidewalk instead?

EMMA: Oh dear, I think we'll be needing a dictionary from now on.

### Exercise

Try to find all the sources of misunderstanding in the conversation. Check the words that you think might cause confusion in the dictionary that accompanies this textbook: *BRIDGE TWO: A Dictionary of British and American English Differences*.

## B. Differences

British and American English differ in their vocabulary. One reason for this is that the same thing can be called differently in the two varieties. There are several thousand such cases. This is why it is often said that Britain and America are two nations divided by the same language. Many of the differences can be found in particular areas of the vocabulary. These include the areas of building and household, food, clothes, school and education, entertainment, shopping, business and finance, politics and government, road, traffic and transportation, accommodation and travel, car, train, post office and telephone, plants, and animals. Below, you will find a number of examples for each of these areas. More examples for these and other areas can be found in *BRIDGE TWO: A Dictionary of British and American English Differences*.

The examples are given in columns that have a row for the British word and a corresponding row for the American one. However, you should not think that each British term is completely unknown to Americans and each American term is completely unknown to the British. The two words may be related in several other ways. For example, many Americans know perfectly well what the word *lift* means (and they do use it in some cases, like *chair lift*), but they prefer to use the word *elevator* instead and many British people use words that were originally American (such as *movie* for what the British typically call a *film*). The tables below hide these finer relationships between the words given as each other's equivalents. The details of the various degrees of similarity and difference in usage are described in *BRIDGE TWO: A Dictionary of British and American English Differences*.

### SECTION 1: Building and household

BE	ground floor	lift	point	tap	flat (rented)	flat (owned)	cupboard / wardrobe
AE	first floor	elevator	socket	faucet	apartment	condominium	closet

BE	eiderdown / duvet	cot	dustbin	garden	drawing pin	torch
AE	quilt / comforter	crib	trashcan	yard	thumbtack	flashlight (powered by batteries)

### SECTION 2: Food

BE	tin	sweets	chips	crisps	porridge	jam	to take away	biscuit	candy floss
AE	can	candy	French fries	chips	oatmeal	jelly	to take out / to go	cookie	cotton candy

SECTION 2: Exercises

1. The food items in the two lists are scrambled. Match the British word with its American equivalent.

BRITISH ENGLISH	AMERICAN ENGLISH
pudding	(hard) candy
biscuit	cracker
muffin	dessert
(boiled) sweets	French fries
candy floss	English muffin
fish fingers	fish sticks
chips	(potato) chips
crisps	cotton candy

2. Fill in the missing words.

If you are hungry and want something to eat in the States, you would probably try some cookies. In England you would have the same things, maybe with some tea but you would call them ..... If you are still hungry but don't feel like cooking something, in the US you would open a ..... for the same reason. However, if your hunger is insatiable and your tummy demands something more filling, then you have no choice but to go to the ice box, take out some hamburger meat, broil it, and eat the whole thing with some nice French fries, at least in the States. In England you would dig into the ..... for some ..... which you would ..... and have some ..... along with it. Clear?

SECTION 3: Clothes

BE	trousers	dinner jacket	pants	vest	waistcoat	tights
AE	pants / slacks	tuxedo	(under)shorts	undershirt	vest	pantyhose

SECTION 3: Exercises

1. Draw two figures, one American and one British. Then dress them up in the same way using the words below.

shirt, waistcoat, pants, jacket, shirt, braces, pants, jacket, vest, turn-up, raincoat, watch strap, watch band, underwear, trousers, Macintosh, cuff, suspenders.

2. Which pair is the odd-one-out and why?

waistcoat	vest
pants	trousers
tuxedo	dinner jacket
purse	handbag
suspenders	garter

3. First find the equivalents of the words, then fill in the crossword puzzle. What garment is hidden in the puzzle? In which variety of English is it used, and what is its equivalent in the other variety?

1. trousers .....
2. dinner jacket .....
3. gymshoes .....
4. handbag .....
5. shoelace .....
6. tights .....
7. vest .....
8. pullover .....
9. dressing gown .....
10. waistcoat .....

**SECTION 4: School and education**

BE	pupil	mark	maths	lecturer	senior lecturer	reader	professor
AE	student	grade	math	instructor	assistant professor	associate professor	(full) professor
BE	main subject	subsidiary subject	postgraduate	secondary school (from age 12)	university	hall of residence	
AE	major	minor	graduate	high school (from age 15)	college / university	dormitory / residence hall	

**SECTION 4: Exercises**

1. Pair the appropriate British and American English terms together.

BRITISH ENGLISH	AMERICAN ENGLISH
second-year student	grade school
(senior) lecturer	sophomore
hall of residence	high school
class / form	public school
elementary school	dormitory
secondary school	private school
public school	assistant professor
state school	grade

2. Answer the questions.

- What's the name of a school financed by the state?  
AE: ..... BE: .....
- What do you call a student who is in his / her first year?  
AE: ..... BE: .....
- What do you call a student who is in his / her second year?  
AE: ..... BE: .....
- What do you call a student who is in his / her third year?  
AE: ..... BE: .....
- What do you call a student who is in his / her fourth year?  
AE: ..... BE: .....
- What's the name of the first school you have to attend?  
AE: ..... BE: .....

7. What's the word for the school which you attend from the age of 15?

AE: ..... BE: .....

8. What do you call a school which is for pupils whose parents pay for their education?

AE: ..... BE: .....

**SECTION 5: Entertainment**

BE	film / movie	cinema	booking office	cloakroom	interval
AE	movie / film	movie theater	ticket office	checkroom / coatroom	intermission

**SECTION 6: Shopping**

BE	bill	queue	hire purchase	shop assistant	hoarding / billboard	jumble sale	chemist	trolley
AE	check	line	installment plan	salesclerk	billboard	rummage / yard / garage sale	druggist	shopping cart

**SECTION 7: Business and finance**

BE	note	credit account	current account	deposit account / savings account	estate agent
AE	bill / note	charge account	checking account	savings account	realtor / real estate agent

**SECTION 8: Politics and government**

BE	Prime minister	government	Parliament	House of Commons	House of Lords	Foreign Secretary	Foreign Office
AE	President	administration	Congress	House of Representatives	Senate	Secretary of State	State Department

**SECTION 8: Exercises**

1. Give the American "functional equivalent" of the following British titles and expressions.

- Foreign Secretary: .....

- 2. Foreign Office: .....
- 3. Chancellor of the Exchequer: .....
- 4. Parliament: .....
- 5. The House of Lords: .....
- 6. The House of Commons: .....

**SECTION 9: Road, traffic and transportation**

<b>BE</b>	car park	diversion	pavement	motorway	roundabout	traffic lights	high street
<b>AE</b>	parking lot	detour	sidewalk	freeway / expressway	traffic circle	stop lights	main street

<b>BE</b>	underground	coach	tram	sledge	dual carriage-way	ring road	removal van
<b>AE</b>	subway	bus	streetcar	sled	divided highway	beltway	moving van

**SECTION 9: Exercises**

1. In the following text there are six words which are used in American English only. Underline them, and write their British counterparts on the dotted lines.

It was getting near lunchtime and I needed some gas, so I left the freeway and drove towards the nearest town. There was a gas station just outside the town and I decided to stop and have a look around. I put the car in the parking lot and took a cab to the centre. It was midday and very hot, so I stopped at a little café with tables on the sidewalk. I started talking to a truck driver, who gave me a history of the town and afterwards took me on a guided tour. It was a very nice break.

- 1. ....
- 2. ....
- 3. ....
- 4. ....
- 5. ....
- 6. ....

**SECTION 10: Accommodation and travel**

<b>BE</b>	luggage	reception clerk	page boy	left luggage	to book	timetable	toilet	return ticket	single ticket
<b>AE</b>	baggage	desk clerk	bell boy	baggage room	to make reservations	schedule	restroom	round trip ticket	one way ticket

**SECTION 10: Exercises**

1. Read the following American story carefully. Find the terms that are different in British English and underline them. Then put the appropriate British form above the underlined words.

One day Mrs. Eulalia Finch got very bored with living in a hotel and decided to visit her cousin in Carbondale. She packed her baggage and called for the bell-boy to take it downstairs. Then she took the elevator and went down to the first floor. She called for a cab and checked out. In a moment a yellow cab pulled up at the curb in front of the hotel. Arriving at the railroad station, Mrs. Finch checked the schedule carefully and lined up in front of the ticket office. When it was her turn, she asked for a first-class, round-trip ticket to Carbondale. Unfortunately, the ticket officer was deaf in one ear, but Mrs. Finch was not aware of that. So, she was very surprised when the conductor informed her that her destination was Silverton.

## SECTION 11: Car

BE	motorcar	car	number plate	boot	dynamo	petrol	caravan	windscreen
AE	automobile	car / auto	license plate	trunk	generator	gas	trailer	windshield
BE	estate car	bonnet	dip switch	wing	mudflap	indicator	silencer	aerial
AE	station wagon	hood	dimmer	fender	splash guard	(turn) signal / blinkers	muffler	antenna

## SECTION 11: Exercises

1. Imagine that you are about to buy a car and the salesperson is showing you different types of cars and all the parts. What words would you hear if you were in the United States and what would you hear if this happened in Britain? Pair up the expressions and indicate which variety they belong to by writing BE or AE next to them.

windscreen	sedan
bonnet	station wagon
integral bumper	front fender
silencer	trunk lid
estate car	hood
saloon car	windshield
boot lid	muffler
fuel inlet	gasoline inlet
front wing	integral fender

## SECTION 12: Train

BE	railway	goods train	points	carriage	sleeper	line	guard's van	engine driver
AE	railroad	freight train	switches	car	tie	track	caboose	engineer

## SECTION 13: Post office and telephone

BE	post / mail	post code	postman	parcel	engaged	ring up	reverse charges	ex-directory
AE	mail	zip code	mailman / mail carrier	package	busy	call up	call collect	unlisted

## SECTION 13: Exercises

1. Who said the following sentences? A British or an American speaker? Circle your answer.

1. I tried to call you but the line was busy. BE/AE
2. The postman comes around ten o'clock every day. BE/AE
3. My mum sent me a parcel yesterday with the sweater I left behind. BE/AE
4. Ken, would you go out and drop this letter in the mail-box for me? BE/AE
5. It's not that I forgot about you, I just couldn't find a telephone booth anywhere. BE/AE

## SECTION 14: Plants and animals

BE	maize	corn	stone	chicory	spring onion	aubergine
AE	corn	grain	pit	endive	scallion	eggplant

BE	ladybird	insect	Alsatian	cock
AE	ladybug	bug	German shepherd	rooster

## SECTION 15: Idioms

Idioms are expressions consisting of two or more words where the sum of the meanings of the individual words does not equal the meaning of the whole expression. For example, in the expression *kick the bucket* the sum of the meanings of *kick*, *the* and *bucket* is not equal to the meaning of the whole expression taken together, which is "to die". Similarly to words, there are many differences between British and American English in the use of idioms (see *BRIDGE TWO*).

## 15.1 Idioms differing in only one word

In many cases, British and American idioms differ from each other only in one word. Examples include the following (the British idioms are given first):

- be like a red rag to a bull – be like a red flag to a bull ("make sy very angry")
- sweep under the carpet – sweep under the rug ("keep sg bad or unpleasant a secret")
- blow one's own trumpet – blow one's own horn ("praise oneself")

the lie of the land – the lay of the land ("the situation", "the state of affairs", "how things stand")  
 put in one's pennyworth – put in one's two cents' (worth) ("to give one's opinion")

### 15.2 Idioms in informal language and slang

There are many differences in the use of British and American English idioms in informal language and slang. Here are some examples. More examples can be found in a Hungarian-English thesaurus of slang. For example:

have a snog – make out ("kiss and touch in a sexual way")  
 drop a brick – make a goof ("make a (social) mistake")  
 put sy in the club – knock sy up ("make sy pregnant")  
 be pissed as a newt – be shit-faced ("be very drunk")

As some of the examples show, common English words, such as *knock* and  *piss* can have very different meanings when used in an idiom. For example, the idiom *knock sy up* has the meaning "to wake sy up by knocking on their door" in British English and the word *pissed* means "to be very angry" in American English. In addition, the last pair of idioms is considered very rude and offensive by some speakers of English and should be avoided in polite conversation.

### 15.3 Idioms with *have* and *take*

Many idioms in both British and American English make use of the verb *to have*. For example, we can *have a meal / a read / a good time / a chat / a sip / a seat*, and many others. In certain of these cases, speakers of American English can use the verb *to take* instead of *to have*. This happens mainly when the noun in the idiom is formed from a verb, as in *to take a walk* and *to take a sip*. In British English, the more usual idiom in these cases would be *to have a walk* and *to have a sip*. However, this rule is not as clear-cut as we would like it to be. For instance, it does not apply to the idiomatic expression *to have a read*, which would be the same in American English. For this reason, it is always advisable to check whether an idiom with *to have* can be changed into a corresponding idiom with *to take* in American English.

#### SECTION 15: Exercises

1. Complete these sentences by using the most suitable expressions below. Put the verb into the correct form where necessary. After you have completed the task, rewrite those sentences which would replace the word *have* with *take* in American English.

have a baby	have a look	have a nice meal
have a party	have a nice time	have a bath
have a swim	have a good flight	have a rest

- Jack likes to keep fit, so he ..... every day.
- Tom and Ann have just come back from the restaurant. You say: 'Hello, .....?'
- We ..... last Friday. It was great - we invited lots of people.
- 'How often .....?' 'Not often. I don't like washing.'
- Suzanne gave up her job six months ago when she .....
- Excuse me, can I ..... at your newspaper?
- You meet Tom at the airport. He has just arrived. You say: 'Hello, Tom! .....
- 'Where's Jim?' 'He ..... in his room. He is very tired.'
- I haven't seen you since you came back from holiday / vacation. ....?

C. General Exercises

1. Connect the British words with their American counterparts.

maize	bug
dustbin	store
tap	baby buggy
shares	blender
goods train	stocks
nappy	faucet
queue	corn
insect	freight train
shop	trashcan
mixer	diaper
pram	line
flashlight	torch

2. Select the British word from each pair.

- eraser - rubber
- antenna - aerial
- bill - check
- cookie - biscuit
- bureau - chest of drawers
- caretaker - janitor
- closet - cupboard
- curtains - drapes
- freeway - motorway

3. Translate the following sentences into British English.

1. I had a blow-out (= flat).  
.....
2. Pass me the cookies.  
.....
3. It's in the closet.  
.....
4. Open the drapes.  
.....

5. We've run out of gas.  
.....
6. It's in the trunk.  
.....
7. One-way or round trip?  
.....
8. He left the faucet on.  
.....
9. I hate waiting in line.  
.....

4. First decide if the speaker is using British English or American English and then cross out the incorrect answer.

1. We have decided to take our vacation in the autumn / fall this year.
2. At my son's high school the new term / semester starts next week.
3. I never eat biscuits or sweets / candy.
4. Put that garbage in the dustbin / trashcan.
5. The trousers look nice with the waistcoat / vest.
6. The lorry / truck passed us on the highway.
7. The apartment is on the fourth floor but I'm afraid there's no lift / elevator.
8. The people next door are on holiday / vacation. They will be away for a fortnight.
9. We left the car in the car park / parking lot and took the subway to the center.
10. The trainers are in the wardrobe / closet.

5. Choose the form that matches with the variant indicated before each sentence.

1. (AE) Now, madam, if you would just open the ....., I'll check your battery for you. (hood / bonnet)
2. (BE) It was a black car. But I'm afraid I didn't get a chance to see the ..... (license plate / number plate)
3. (BE) One thing you should keep in mind about England is that people always ..... when waiting for the bus. (queue up / stand in line)
4. (AE) Oh, Emma, would you run down to the ..... for me and get a bar of chocolate? (sweet shop / candy store)

5. (AE) I'd like a ..... to Budapest, please. (one-way ticket / single ticket)
6. (BE) There is something wrong with the hot water ..... . It's dripping. (tap / faucet)
6. Choose the right word on the basis of some of the other words in the sentences.
1. Would you like cookies or ..... for breakfast? (porridge / oatmeal)
  2. If you send a ..... don't forget the zip code. (parcel / package)
  3. My ..... is math. (main subject / major)
  4. I am a ..... student at Oxford, England. (postgraduate / graduate)
  5. I would like to ring Monica up but her number is ..... . (ex-directory / unlisted)
  6. Would you like to open a savings account or a ..... account? (current / checking)
  7. This old Cadillac guzzles a lot of ..... . (petrol / gas)
  8. "A large ..... please." "Here or to go?" (chips / French fries)
  9. .... Madeleine Albright addressed the Senate yesterday. (Foreign Secretary / Secretary of State)
  10. Leave your car in a car park and take the ..... to the museum. (underground / subway)
7. The two texts below contain a number of American vocabulary items. Your task is to rewrite the texts with the British or common English equivalents.
1. The janitor was driving a truck toward the gas station when he was stopped by the police on the freeway. "You're coming from the bar, aren't you?" asked the policeman. "Sure", came the answer. "I don't want to hassle with you, but your windshield seems to be broken. And your license plate is missing." "Big deal", said the janitor. He jumped out of the truck and hit the policeman on the head with a wrench.
  2. The man took his tuxedo out of the closet, put on his pants, did up his shoestrings and put on his rubbers. Then he walked across the street to the pay station to make a collect call. He dialed the number, but unfortunately the line was busy. He put the receiver down, went to the newsdealer, bought a paper and started to read the editorial. Suddenly a sedan appeared from behind the movie theater. It pulled up at the sidewalk. The man got in the automobile and disappeared down the freeway.

8. Try to answer the following questions.

1. Where would you take an American visitor and where a British visitor if they said that they wanted to wash up - the kitchen or the bathroom?
2. Would an American or a Briton expect to get something hot if they asked for potato chips?
3. What would surprise you more - an American or a British man telling you that he wanted to go and change his pants?
4. You have just come into an office block. How many flights of stairs do you have to climb if an American and then a British person tells you that the office you need is on the second floor?
5. If an American or a Brit asks for a bill, is he or she more likely to be in a bank or in a café?

9. In the text below you can find sentences which contain British and American vocabulary items. Your task is to find the inconsistent items and rewrite the text in both varieties.

When I figured out where I wanted to go on holiday, I started to make the necessary preparations. First, I rang the travel agency and booked the flight and accomodation. I ordered a return ticket for the 4:15 airplane on Wednesday. I didn't want to go to a hotel so I rented a flat. It included a bedroom, a kitchen, a bathroom, a terrace, and a study. The house where the flat was had a yard around it and it had a lift, too. I had packed everything the day before I took off. I put some clothes and other things in my luggage: four pairs of slacks, three vests, a tuxedo, underwear, socks, a scarf, a pair of slippers and two pairs of shoes. When I had finished, I went to the movies with my mates and later we had supper. The next morning I had some jam and cookies for breakfast. At ten o'clock, I wanted to order a cab but my neighbor gave me a lift to the airport. We rode fast on the motorway and were at the airport in almost no time. There I had to take a coach to my terminal. I checked in and this is when another story began.



## Unit 4

# GRAMMAR

### A. Dialogue

The day following the school dance Emma and Brad meet in the park. Brad has a big bunch of flowers in his hand.

#### TAPE

BRAD: Emma, I'd like to apologise for screwing up our date last night. I hope you like these tulips.

EMMA: They're my favourite flowers, thanks. I guess I must forgive you now.

BRAD: Actually, my folks suggested that I bring you flowers... Guess what, I talked with Pete on the phone today and he filled me in on last night's scandal.

EMMA: Last night's scandal? What on earth happened?

BRAD: You'll never believe this. The music at the dance was so loud that the neighbours called the police. You know what the police are like... they came and closed down the place.

EMMA: Did the students get into trouble?

BRAD: No, everybody got out of it, except Mr Butcher, the PE teacher. He was playing the bass guitar too loud.

EMMA: Thank goodness for that! I didn't like him very much, anyway.

BRAD: Why? He is a real cool guy. The basketball team wants to send a petition to the school board. The team insists that Mr Butcher be taken back.

EMMA: Oh well, let's just forget about this. I'm not too interested in Mr Butcher's future career.

BRAD: Do you have any idea what we should do this afternoon? Maybe we could just have a bite to eat somewhere.

EMMA: How about a milk shake at the Donut Parlor? I know the whole senior class are going to be there.

BRAD: Let's go see them... Did anyone ever tell you, Emma, that you have beautiful, sky blue eyes?

EMMA: Thanks, yours are pretty blue too.

BRAD: Yeah, I guess they're real nice...

EMMA: Whatever you say...

#### Exercise

Try to find the phrases or sentences in the conversation that you think might be more characteristic of the grammar of American than that of British English.

## B. Differences

### SECTION 1: Syntax

#### 1.1 Agreement

Agreement is a relation between subject and verb. If the subject is plural, the verb is plural; if the subject is singular, the verb is singular. There are, however, cases of subjects that can be interpreted as either singular or plural. We can think of them as a whole (singular interpretation) or as individuals that make up the whole (plural interpretation). This happens especially with collective or group nouns, including *army, audience, class, company, council, crew, crowd, faculty, family, government, group, jury, majority, minority, party, staff, team*, and many others. In general, these nouns are more likely to take a plural verb in British English and a singular verb in American English. For example, the sentence *The committee prefers sanctions to actions* is more likely to occur in American English than in British English, where the verb form would probably be the plural *prefer*. But it is difficult to make a generalisation that fits all the cases. The collective nouns mentioned above all behave somewhat differently regarding agreement.

#### 1.2 Concord

Concord is a more general term than agreement, and refers to any kind of correct matching between words (and not just between subject and verb).

##### 1.2.1 Collective nouns

Collective nouns also tend to attract plural pronoun substitution in British English, whereas American English prefers singular pronoun substitution. For example:

The staff haven't decided on their procedure yet, have they? (BE)  
The faculty hasn't decided on its procedure yet, has it? (AE)

The tendency in British English is to substitute a plural pronoun (*their, they*) for a collective noun (*staff*) and in American English a singular one (*its, it*).

##### 1.2.2 Indefinite pronouns

Indefinite pronouns tend to take plural pronoun substitution in British English, while they tend to take singular pronoun substitution in American English. For example:

Everybody wanted their share of the profit. (BE)  
Everybody wanted his share of the profit. (AE)

Here the indefinite pronoun *everybody* is substituted for by the plural pronoun *their* in British English and by the singular *his* in American English. Singular pronoun substitution (with the masculine forms such as *his*) can be considered "traditional" American usage. However, this usage is currently undergoing major changes in the United States, mostly as a result of the feminist movement. The current tendency is to use either plural pronoun substitution on the analogy of British English, or to replace the masculine pronouns with such expressions as *his or her* or occasionally even simply *her*. For example:

Everybody wants their share.  
Everybody wants his or her share.

The use of *he or she* (or *his or her*, etc.) is also gaining ground in British English usage. To refer back to *one*, speakers of British English use *one* again (or *one's, oneself*), while Americans typically use *he, his, him*. Both usages are formal. For example:

One should know what one is doing. (BE)  
One should know what he is doing. (AE)

This American usage is also under attack by the "political correctness" movement. (On **Political correctness**, see Unit 5.)

#### 1.3 The verb *do*

*Do* is used in English in basically three ways: as a main verb, as an auxiliary and as a substitute verb. There are no significant differences between British and American English in the use of *do* as a main verb (as in the sentence *She did a good job.*). In its two other functions, however, British and American English differ to some extent.

##### 1.3.1 *Do* as an auxiliary

The chief function of *do* as an auxiliary is to form questions and negatives. Differences between British and American English arise in connection with the main verb *have*. For example:

She has a fur coat.  
Has she a fur coat?  
She hasn't a fur coat.

These sentences are all possible in British English but not in American English. American usage prefers the use of *do* in such cases:

She has a fur coat.  
Does she have a fur coat?  
She doesn't have a fur coat.

More details about this difference can be found below in the discussion of the verb *have*.

### 1.3.2 *Do* as a substitute verb

*Do* can be used to substitute for a main verb. It occurs in this function in British English in cases such as the following:

A. Have you met him?  
B. No. How could I have done?

A. Are you going to come?  
B. I may do.

A. Put the car away.  
B. I have already done.

This kind of verb substitution is rare in British English and not possible in American English, which would simply have the following constructions in the answers:

B. No. How could I have?  
B. I may.

### 1.4 The *have* causative construction

In addition to its basic 'possession' meaning, the verb *have* also has a causative meaning (that is, when somebody 'causes somebody else or something to do something'). The grammatical structure of this construction is *verb + noun phrase / pronoun + infinitive verb*. For example:

You should have him call you back.

This construction is more typical of American English than of British English.

### 1.5 The verb *help*

When the verb *help* means 'to give assistance', it is typically followed by the *to infinitive* construction in (formal) British English. American usage, on the other hand, prefers the *bare infinitive* construction (that is, the infinitive without *to*) after *help*. For example:

You should help (me) to wash the car. (chiefly BE)  
You should help (me) wash the car. (chiefly AE)

When the bare infinitive construction is used in British English, it is considered informal.

The passive of *help* takes the *to infinitive* construction in both British and American English. For example:

She was helped to wash the car.

This usage is similar to that of causative *make* in sentences such as:

She made him leave.  
He was made to leave.

The other main meaning of *help* is 'to avoid'. The two varieties of English differ as to the construction the verb takes in this sense. For example:

I can't help but think that he did it. (chiefly AE)  
I can't help thinking that he did it. (both BE and AE)

In British English, the construction with *but* is not very common. Americans, however, seem to use both the *but* and the *verb+ing* constructions.

### 1.6 Present perfect

The present perfect tense has a variety of uses in British English. Not all uses of the present perfect are expressed by this tense in American English. In general, speakers of American English employ the present perfect tense less frequently than speakers of British English. They prefer the simple past tense in many cases. The main differences are as follows.

- In British English the present perfect is often used to describe an event or situation in the indefinite past with the purpose of telling or asking about the existence or occurrence of an experience in a person's life up to the present. For example:

I have never seen him in my life.  
Have you ever had a car accident?

These are sentences that describe and ask about the mere existence of certain experiences. Characteristically, these sentences frequently contain the words *ever* and *never*. In American English the sentences become:

I never saw him in my life.  
Did you ever have a car accident?

In sentences with the verb *be*, the shift to simple past does not take place in American usage. For example, the sentence *Have you ever been to America?* remains the same.

- Another use of the present perfect in British English involves the occurrence of an event or state in the recent past with an effect in the present. We tell or ask somebody about this occurrence relative to the time of speaking. For example:

Has he come yet? (meaning: Is he here yet?)  
A. Would you like some lunch? B. I have already had lunch. (...so I'm not hungry)

These sentences are likely to be used in the simple past in American English:

Did he come yet?  
B. I already had lunch.

These are typically events or states that have some relevance for the present situation (if he is here, we can start working; since I had lunch, I won't have lunch with you now; etc.). Here again, the characteristic adverbials are *yet*, *already* and *still*.

- If an event occurred in the very recent past, that is, just before the time of speaking, this is expressed by the present perfect tense in British English. American English again prefers the simple past in these cases. For example:

She's just left. (BE)  
I've just had breakfast. (BE)  
She just left. (AE)  
I just had breakfast. (AE)

The typical adverbial in these cases is *just*.

- With adverbs indicating duration, usually the present perfect tense is required in both British and American English. For example:

Since when have you read porn magazines?

However, some speakers of American English also use the simple present in this situation:

Since when do you read porn magazines?

### 1.7 Reported speech

There are at least three areas where British and American English differ in the use of reported speech. Not all of them are equally important.

- Consider a situation in which speaker A requests speaker B to do something. For example:

'Have another drink', I suggested.  
'Open the door at once', he said to me.

When directive sentences such as these are reported, British English typically uses *should*, whereas American English often favours the subjunctive (which see below). Thus, we get:

I suggested that he should have another drink. (chiefly BE)  
I suggested that he have another drink. (chiefly AE)

He insisted that I should open the door at once. (chiefly BE)  
He insisted that I open the door at once. (chiefly AE)

- When verbs of saying (e.g., *say*, *shout*, *mention*, *whisper*) are used to report a directive sentence, the reported or indirect directive usually takes the form of an "infinitive-construction" (*to + verb*):

'Sit down', I whispered to him.  
I whispered to him to sit down. (BE and AE)  
I whispered for him to sit down. (only AE)

The subject of the infinitive is typically expressed with *to + noun phrase* or *to + pronoun* (*to him*). However, American English also has the option of expressing the subject of the infinitive with *for + noun phrase* or *for + pronoun*. In American usage, the verb *say* can also take this latter construction, although it's not commonly used. For example:

'Be careful', I said to her.  
I said for her to be careful.

- It seems to be generally the case that American usage is less careful about what is called

"the sequence of tenses", that is, the requirement to backshift the tense of the reported sentence with a reporting verb in the past. For example:

'I am having a hard time', he said.  
 He said he was having a hard time. (BE and AE)  
 He said he is having a hard time. (more acceptable in AE)

This usage is limited of course to casual spoken American English.

### 1.8 Subject of *to infinitive*

The subject of the *to infinitive* construction can be expressed differently in British and American usage. For example:

I'd like you to go there. (both BE and AE)  
 I'd like for you to go there. (only AE)

In general, the accepted way of expressing the subject of the *to infinitive* in common English is to indicate the subject with the *noun + to infinitive* or *pronoun + to infinitive* structure. American English also allows the use of *for + noun/pronoun + to infinitive* for this purpose. This difference between British and American English concerns three categories of verbs:

Verbs of liking: e.g., *like, hate, prefer*.  
 Verbs of saying: e.g., *say, shout, mention, whisper* (with the exception of *tell*).  
 Verbs of wanting: e.g., *want, wish, desire*.

### 1.9 Subjunctive

The subjunctive is a form of the verb that is not marked for person and tense, and stands in opposition to the indicative and imperative moods. For example:

I suppose that he will leave soon. (factual)  
 I prefer that he leave soon. (subjunctive)

The first sentence is not in the subjunctive mood, but the second is. *Suppose* (together with many other "factual" verbs such as *claim*) is a kind of verb that expresses ideas that we take to be true of the world, as opposed to doubts, suggestions, and wishes (such as *prefer*). In general, the use of the subjunctive is more characteristic of American than British English.

The subjunctive is typically used in hypothetical statements (e.g., *If I were you*), formulas (e.g., *Long live the Queen!*), and in clauses expressing doubt, suggestion, wishing. The words that are followed by clauses of this kind include verbs such as *demand, insist, decide, order, prefer, request*, adjectives such as *advisable, desirable, imperative*, and nouns such as *decision, decree, order, requirement, resolution*, and many others.

As regards the use of the subjunctive, British and American usage do not differ in hypothetical statements and formulas. These are handled in roughly the same way in the two varieties. The area where there are considerable differences is in the form of the verbs that can follow the words expressing doubts, suggestions, and wishes. For example:

He demanded that she should leave. (chiefly BE)  
 He demanded that she leave. (chiefly AE)  
 I insisted that he should do it. (chiefly BE)  
 I insisted that he do it. (chiefly AE)

In other words, British English prefers the use of *should* after words of doubting, suggesting, and wishing, whereas Americans generally use the subjunctive form of the verb in these cases. When the subjunctive occurs in British English (as in legal language), its use is considered very formal.

### 1.10 Tag-questions

Tag questions usually follow the pattern "positive sentence + negative tag question" or "negative sentence + positive tag question". Tag questions like these typically seek confirmation of what has been said, as in the sentence *That's the house we're looking for, isn't it?*

There is, however, another pattern in which a positive sentence is followed by a positive or a negative sentence by a negative tag. (So it's called "same-way" tag.) Examples of this kind of tag question include:

So that's your car, is it?  
 I was snoring, was I?

The tag has rising intonation. Tags of this kind indicate surprise or interest (the former example) and emphasis (the latter example) on the part of the speaker. This same-way tag occurs much more frequently in British English, and speakers of American English consider it to be characteristically British usage.

On the other hand, speakers of American English can use words such as *huh, okay* and *right* in the functions in which question tags are typically used. For example:

This is not a bad place, huh?  
 Let's not talk about this, okay?  
 We'll be leaving tomorrow, right?

Sentences of this kind represent informal usage.

### 1.11 *Verb and verb construction*

The *verb and verb* construction takes several verbs in English in initial position, including *try, stay, hurry up, wait, come, go*. For example:

I'll try and find you there.  
 Stay and have breakfast with us.  
 Hurry up and do it.  
 Just wait and see.  
 I'll come and visit you soon.  
 Go and get it.

These sentences are characteristic of informal English, both British and American. Of the verbs above, *come* and *go* can participate in an even shorter, further reduced construction: *verb verb*. For example:

Come visit me soon.  
 Go get it.  
 Go see who's there.

This is characteristic of American English usage. The construction is especially common in the imperative. It occurs in spoken American English and is considered very informal.

This American usage seems to be spreading to verbs other than *come* and *go*. The verb *try* is often used informally in the way *come* and *go* are. For example, some speakers of American English can say sentences such as *Try get it for me, will you?*

#### SECTION 1: Exercises

1. According to which variety of English are the following sentences used?
  1. The school board is concerned.
  2. The school board are concerned.

2. Which sentence is the most probable to occur in AE?
  1. I already fixed the car.
  2. I have fixed the car.
  3. I have already fixed the car.

3. Fill in the missing word (if needed) in the following sentences.
  1. I'll help ..... wash the dishes. (AE)
  2. I'll help ..... wash the dishes. (BE and AE)
  3. Go ..... make your bed. (BE and AE)
  4. Go ..... make your bed (AE)

4. Fill in the gaps with one of the following group nouns. Mark in each case whether the sentence has British English grammar, American English grammar, or both.

firm, public, choir, committee, team, staff, class, government, family, orchestra.

1. The European ..... of Human Rights is meeting a week from now. BE/AE
2. The average British ..... has 3.6 members. It is smaller and richer than fifty years ago. BE/AE
3. The Hungarian ..... are hoping to ease export restrictions soon. BE/AE
4. This ..... was founded in 1879. BE/AE
5. A ..... which is full of enthusiasm has a better chance of winning. BE/AE
6. The ..... of our church was singing wonderfully on Saturday. BE/AE
7. The bilingual ..... have the best command of English in the school. BE/AE
8. The ..... are fed up with not getting enough information about the recent political issues. BE/AE
9. The Boston ..... was performing last weekend in Portland, Maine. BE/AE
10. The teaching ..... are dissatisfied with their monthly salary. BE/AE

5. Fill in the gaps with an appropriate word or expression.

1. It is recommended that all of us ..... (AE)
2. I insist that he ..... (AE)
3. It is necessary that you ..... (BE)

- 4. She suggested that the government ..... (AE)
- 5. It is essential that the television ..... (BE)

6. Underline those sentences which are more typical of American English.

- 1. That movie was the best we've recently seen, huh?
- 2. My family haven't got too much money, but we are doing OK.
- 3. She suggested that we should go to a campsite instead of renting a room in a hotel.
- 4. I am your best friend, am I not?
- 5. Our football team is able to win this spring.
- 6. He insists that we go now.

7. Answer the questions using the words given.

Example: Would you care for something to eat? (No / thank you / I / just / have / dinner)

- (BE) No, thank you, I've just had dinner.
- (AE) No, thank you, I just had dinner.

- 1. Have you seen John anywhere? ( Yes / I / just / see / him)
- (BE) .....
- (AE) .....
- 2. Has Ann phoned/called yet? (Yes / she / just / phone, call)
- (BE) .....
- (AE) .....
- 3. Would you like a cigarette? ( No thanks / I / just / put / one out)
- (BE) .....
- (AE) .....

8. In this exercise you have to write sentences with *already*.

Example: Don't forget to post/mail that letter.

- (BE) I've already posted it.
- (AE) I already mailed it.

- 1. Don't forget to phone/call Tom.

- (BE) .....
- (AE) .....
- 2. Why don't you read the paper?
- (BE) .....
- (AE) .....
- 3. Shall I pay?
- (BE) .....
- (AE) .....

9. This time answer the questions in the way shown. Use *yet*.

Example: Have you seen the new film/movie at the local cinema/theater?

- (BE) I haven't seen it yet, but I'm going to see it.
- (AE) I didn't see it yet, but I'm going to see it.

- 1. Have you eaten at the new Italian restaurant?
- (BE) I ..... yet, but I'm .....
- (AE) I ..... yet, but I'm .....
- 2. Have you bought a car?
- (BE) I ..... but I .....
- (AE) I ..... but I .....
- 3. Has Gerry asked Susan to marry him?
- (BE) He .....
- (AE) He .....

SECTION 2: Verb phrase

2.1 Auxiliaries

Auxiliaries express a variety of meanings in English, such as 'possibility', 'permission', 'obligation', 'logical necessity', and others.

2.1.1 *Can, could*

*Can*, rather than *may*, is used in English in questions in the 'possibility' sense. For example:

Can something have happened to them? (typical of BE)  
 However, *can* is more common in these cases in British English. In American usage, it is usually replaced by *could*, yielding the sentence:

Could something have happened to them? (typical of AE)

In English, 'impossibility' is usually expressed by *can't*. For example:  
 He can't be there yet. (both BE and AE)

American English sometimes uses *mustn't* for the same purpose, but this is considered dated by some speakers. Thus, in addition to the sentence with *can't*, we also get the following sentence in American English:

He mustn't be there yet. (rare, only AE)  
 He must not be there yet. (AE, more common)

Of course, the same applies to 'impossibility' in the past:

He can't have been there. (both BE and AE)  
 He mustn't have been there. (only AE)  
 He must not have been there. (AE, more common)

These sentences mean that 'it is not possible that he was there'.

### 2.1.2 *Have got, got*

*Have got* is commonly used in British English for the main verb *have* in its 'possessive' meaning. It is especially frequent in colloquial speech. *Have got* also occurs in American English in the same sense, but it is rarer than in British usage. In both varieties *have got* is considered informal. For example:

He has a car. (common, both BE and AE)  
 He has got a car. (common in BE; less common in AE)  
 Have you got the time? (common in BE)  
 Do you have the time? (common in AE)

The sentence *He has a car* would be rare in spoken British English. It should be pointed out that *have got* is not used to talk about habits or recurrent situations. For example:

We haven't got bread at home.  
 We don't have bread at home.

The first sentence means that we are out of bread now (and so we have to buy some), which is a temporary state. The second sentence means that we normally don't keep bread in the house, which is a habit.

The informal, spoken equivalent of *have got* in the 'possession' sense is often *got*. For example:

I got time.

This is regarded as chiefly American usage.

The past form of *have got* ('ve/s got) is *had got* ('d got). This is primarily British usage and even in British English it is far less common than the present tense *have got to*. For example:

He has to rush because he's got an appointment.  
 He had to rush because he'd got an appointment. (chiefly BE)  
 He had to rush because he had an appointment. (both BE and AE)

'd got is seldom, if ever, used in American English.

### 2.1.3 *Have got to, got to*

*Have got to* is an informal idiom that can mean 'obligation' or 'necessity'. Often it is shortened to *got to* in colloquial speech in both British and American English.

In the sense of 'logical necessity', *have got to* is primarily American English usage. The 'obligation' meaning can be found in both British and American English. For example:

There's got to be a mistake. ('logical necessity;' chiefly AE)  
 You've got to tell me who did it. ('obligation;' both BE and AE)

Closely related to this sense of *have got to* or *got to* is the sense of 'certainty' in both British and American English. This (especially *got to*) is considered very informal usage. For example:

You got to be joking. (very informal; chiefly AE, but also in BE)

This used to be exclusively American English usage, but now it is spreading in British English as well.

The past tense form *had got to* does not occur in American English and is rare in British English.



### 2.1.4 *May, might*

*May* can express 'permission'. However, both British and American English commonly use *can* in this sense. In American English *may* is more commonly used than in British English. For example:

Can I come in? (both BE and AE)

May I come in? (chiefly AE)

In British English, *may* is felt to be very formal in the 'permission' sense.

*May* is also used to express 'negative possibility', as in *He may not be there*. American English often prefers *might* in this sense. For example:

He may not be there. (both BE and AE)

He might not be there. (more common in AE)

The contraction of *may not* is *mayn't*. This is rare in British English, and is not used at all in American English.

### 2.1.5 *Must*

*Must* can express 'obligation' and 'logical necessity' in English. For example:

You must do it. (obligation)

She must be late. (logical necessity)

Though *must* exists in both British and American English in the 'obligation' sense, it is more commonly used in British English in this sense. American English often prefers *have to* to express this meaning. For example:

You must get into the car. (chiefly BE, less common in AE)

You have to get into the car. (more common in AE)

When it expresses 'logical necessity', its negated version is *can't* and, occasionally, *mustn't* especially in American English. For example:

It must be very cold outside. (both BE and AE)

It can't be very cold outside. (more common in BE)

It mustn't be very cold outside. (rare, chiefly AE)

If you failed, you can't have studied hard enough. (chiefly BE)

If you failed, you mustn't have studied hard enough. (chiefly AE)

A less emphatic negation of *must* in the 'logical necessity' sense can be done with *needn't* and *don't have to*. For example:

It needn't be very cold outside. (chiefly BE)

It doesn't have to be very cold outside. (chiefly AE)

The latter construction is primarily American usage.

### 2.1.6 *Need*

In general, *need* as a modal auxiliary is rarer in American than in British English.

In British English, *need* is sometimes used as the negative and question form of *must* in both the 'logical necessity' and 'obligation' senses. This does not happen in American English. Americans, and very often speakers of British English, prefer *need to* and *have to*. For example:

He must come with us.

Need he come with us? (chiefly BE)

Does he need to come with us? (both BE and AE)

Does he have to come with us? (both BE and AE; more common in AE)

You needn't go. (chiefly BE)

You don't have to go. (more common in AE)

The past equivalent of *need* is sometimes formed with *have* in British English. This does not occur in American English. For example:

You needn't have done that. (BE)

### 2.1.7 *Ought to*

*Ought to* is a modal auxiliary that can be safely replaced by *should* in both British and American English. For example:

We oughtn't to have gone there. (more common in BE)

We shouldn't have gone there. (more common in AE)

Ought we to do it? (more common in BE)

Should we do it? (more common in AE)

This also happens in question tags. For example:

She ought to leave soon, oughtn't she? (BE)

She ought to leave soon, shouldn't she? (chiefly AE)

### 2.1.8 *Shall, will*

*Shall* is not very common in British English and very rare in American English. The negative of *shall*, *shan't*, seldom occurs in American English.

*Shall* is not used for making predictions and expressing volition in the first person in American English. For example:

- Don't worry. We shall be there on time. (BE)
- I shan't know the results before Sunday. (rare, only BE)
- I shall do my best to win. (formal, only BE)
- Don't worry. We will be there on time. (BE and AE)
- I will not know the results before Sunday. (both BE and AE)
- I will do my best to win. (both BE and AE)

Of its various meanings, *shall* is limited to formal proclamations of determination and first person suggestions in American English. For example:

- There shall be order in the room. (determination)
- Shall we leave, honey? (suggestion)

*Will* can be used to indicate an inference about a situation. An example of this could be when the phone rings and I suspect who is calling; in the situation I can say:

- That will be George. (chiefly BE)
- That must be George. (both BE and AE)

The first sentence is typically British usage, while the second is shared.

*Will* has a British usage that does not seem to be common in American English. The meaning of *will* in this case is something like 'insist on doing something', as in the following sentence:

- He WILL swim in the lake no matter how cold it is. (chiefly BE)

In this use *will* is typically stressed, as indicated by the capitals.

### 2.1.9 *Should, would*

*Should* is occasionally used as the past form of *shall* after *I* and *we* in British English, but this usage is getting rare. In American English, this *should* is nearly always replaced by *would*. For example:

- I knew that I should catch the train. (rare, BE)
- I knew that I would catch the train. (common in both BE and AE)

In formal British English *should* is used in *that-clauses* following such adjectives and verbs as *important, vital, crucial, eager, recommend, suggest*, etc. In American English, *should* is replaced by the "subjunctive" (which see above). For example:

- It is important that you should do it. (chiefly BE)
- It is important that you do it. (chiefly AE)
- I recommended that he should apply. (chiefly BE)
- I recommended that he apply. (chiefly AE)

In sentences that express personal judgements with such words as *amazing, astonishing, shocking, shocked, normal, natural*, etc., *should* is used in British English, while American English prefers *would*. For example:

- It's just amazing that you should think so. (chiefly BE)
- It's just amazing that you would think so. (chiefly AE)
- I was shocked that she shouldn't have done as she had been told. (chiefly BE)
- I was shocked that she wouldn't have done as she had been told. (chiefly AE)

### 2.1.10 *Used to*

*Used to* indicates a habit or a permanent state in the past. The difference between British and American English with respect to *used to* is that American English does not have the *used he/she?* and *used not (usedn't)* forms in questions and negatives. For example:

- Used he to be fat? (rare, BE)
- Did he use(d) to be fat? (both BE and AE)
- He used not to be fat. (rare, BE)
- He didn't use(d) to be fat. (both BE and AE)

Interestingly, however, even the exclusively British negative forms tag questions with *do*. For example:

- He used not to be fat, did he?

## 2.2 The verb *get*

The present and past forms of the verb *get* are the same in British and American English, but the past participle is different. The perfect forms of *get* (that make use of the past participle) are *have got* and *had got* in British English. In American English, the perfect form of *get* is *have gotten*.

It is a common mistake to believe that, just like *have got*, *have gotten* can also mean 'possession' in American English. This is not so. The meanings that *have gotten* has are: (1) 'acquired', (2) 'caused', and (3) 'become'. For example:

I've gotten a new computer. (= I acquired a new computer.)  
 He's gotten himself into trouble. (= He caused himself to be in trouble.)  
 I've gotten used to it. (= I've become used to it.)

The British counterparts of these sentences would all employ *have got*, which is the present perfect form of *get* in British English.

### 2.3 The verb *have*

There is an important difference between British and American English in the use of the main verb *have*. While it is possible in British English to use this *have* in questions and negatives, American English does not have this option. For example:

She has a new car. (both BE and AE)  
 Has she a new car? (BE)  
 She has not a new car. (BE)

However, this usage is becoming increasingly rare even in British English, where similarly to American English such questions and negatives are commonly formed with *do* (which see above). For example, the following sentences are normal in American English and sound more natural in British English than the ones above:

Does she have a new car? (both BE and AE)  
 She doesn't have a new car. (both BE and AE)

Moreover, in British English it would be more natural to use *have got* in the sentence *She has a new car*, thus yielding *She's got a new car* (see also *have got*). In general, the longer form *have got* tends to be preferred in such cases in British usage, especially in informal style.

However, *have got* can only replace the verb in the 'possessive' meaning of *have*. In its dynamic meaning (that expresses a habitual action or a recurrent situation) *have* is the only alternative in both British and American English. For example:

I always have breakfast at 8. (BE and AE)  
 I usually have the flu in November every year. (BE and AE)

The first sentence expresses a habitual action, while the second a recurrent situation. As a result, both would form questions and negatives with *do*.

Contracted forms of *have* as main verb are only possible in British English. For example:

We've a new house. (only BE)  
 We have a new house. (chiefly AE)  
 We've got a new house. (chiefly BE)

### 2.4 Irregular verbs

There are many verbs in English that are "irregular" in that they do not form their past and past participle forms with the "regular"-*ed* ending, as in *walked*. Below is a list of irregular verbs in British English that have become regular in American English.

Irregular verbs in British English

BARE INFINITIVE FORM	PAST TENSE FORM	PAST PARTICIPLE FORM
burn	'burnt / burned	burnt / burned
dream	dreamed / dreamt	dreamed / dreamt
dwelt	dwelt / dwelled	dwelt / dwelled
kneel	knelt / kneeled	knelt / kneeled
lean	leaned / leant	leaned / leant
leap	leapt / leaped	leapt / leaped
learn	learned / learnt	learned / learnt
smell	smelled / smelt	smelled / smelt
spell	spelt / spelled	spelt / spelled
spill	spilt / spilled	spilt / spilled
spoil	spoiled / spoilt	spoiled / spoilt

These are the verb forms for the infinitive, the past tense, and the past participle in British English. In all these cases British English has two forms for the past tense and past participle (e.g., *burnt* and *burned*, *spelt* and *spelled*); that is, both forms can function as both the past tense or the past participle of the verbs. (The form preferred in British English is placed first in the table.) In contrast, American English has only one form for both the past tense and the past participle; it is the regular form (*verb+ed*, such as *burned*, *dreamed*, *kneeled*, *learned*). The verb *wake* (*woke*, *woken*) can also be regular in American (but not in British) English (that is, it can have *waked* as both its past and past participle).

In a few other cases, however, American usage is irregular, while British is regular. These include *fit* (AE: *fit*, *fit*; BE: *fit* / *fitted* and *fit* / *fitted*), *quit* (AE: *quit*, *quit*; BE: *quit* / *quitted* and *quit* / *quitted*), and *wet* (AE: *wet*, *wet*; BE: *wet* / *wetted* and *wet* / *wetted*).

### 2.5 *Let's not*

The negative form of *let's* is *let's not* in both British and American English. However, both varieties have a unique negative version as well:

Let's not talk about this again. (both BE and AE)  
 Don't let's talk about this again. (BE)  
 Let's don't talk about this again. (AE)

The American variant is considered non-standard.

## 2.6 Individual verbs

There are some individual verbs whose usage differs in the two varieties.

### 2.6.1 Write

When you write a letter to someone, you *write to* a person. This is shared usage. However, Americans can also use *write somebody*. For example:

Brad wrote to Emma last week. (BE and AE)  
 Brad wrote Emma last week. (AE)  
 Write to me as soon as you can. (BE and AE)  
 Write me as soon as you can. (AE)

### 2.6.2 Give

British and American speakers both say:

Give it to me.  
 Give me it. (informal in AE)

However, only British usage allows

Give it me.

This usage is considered non-standard in British English. The difference only applies when pronouns are used in the sentence with *give*.

### 2.6.3 Provide

*Provide somebody with something* is shared usage, whereas *provide somebody something* is American. For example:

This provides me with enough evidence. (BE and AE)  
 This provides me enough evidence. (AE)

### 2.6.4 Protest

In both British and American English, you can *protest against* or *at* or *about something*:

They protested against the war. (BE and AE)

However, only American English can use the verb without a preposition:

They protested the war. (AE)

## SECTION 2: Exercises

1. Fill in the following chart. The first example is done for you.

Present form	Past and / or past participle form	Variety of English
beat	beat	American English
prove		American English
	spat	
swell		American English
wake		British English
	burnt	
	dreamed	
learn		British English
quit		American English
	smelled	
	spelt	
	gotten	

2. Indicate whether the following sentences were said by Emma or Brad. Underline the appropriate answer.

- 'Last night I dreamed about horses'. Emma/Brad
- 'I have learnt Spanish, but unfortunately I can't talk fluently'. Emma/Brad
- 'But you have proven several times that you can speak Spanish extremely well!' Emma/Brad
- 'You have waked me up.' Emma/Brad
- 'You mean "I have woken you up".' Emma/Brad

3. First identify the variety of English in which the verb *have* is used. Then give the same sentence in the other variety.

Example: Excuse me. Have you got a light, please? (BE)

(AE) Excuse me. Do you have a light?

1. Why are you holding your mouth like that? Have you got toothache? (      )  
.....
2. Do you have enough time to finish your homework before dinner? (      )  
.....
3. I need a stamp for this letter. Have you got any? (      )  
.....
4. Have you got the time, please? Yes, it's ten past seven. (      )  
..... Yes, it's seven ten.

4. Which of the following sentences can be heard only in British English, American English, or both? Underline the appropriate answer.

1. Does he usually have his shower in the mornings? BE/AE/both
2. Did you have a good time? BE/AE/both
3. It's too early. She mustn't have arrived yet. BE/AE/both
4. I haven't any sugar at home. BE/AE/both
5. I am amazed that you would say that. BE/AE/both
6. Get dressed quick. That will be my mother. BE/AE/both
7. Have you a dishwasher? BE/AE/both
8. Can I see you about this tomorrow? BE/AE/both

### SECTION 3: Noun phrase

#### 3.1 Apposition

Apposition is a construction in which (1) one noun phrase is used to describe further a person or thing referred to by another noun phrase or (2) one in which one noun phrase is used to define another. For example:

Smith, an expert on grammar, easily solved the problem.  
I want to talk with John the baseball player, not John the football player.

The first sentence describes an additional quality of a person (Smith), while the second is used to define a person (John). This distinction is similar to the "non-restrictive" vs. "restrictive relative clause" distinction.

In the second type of apposition the defining noun phrase typically follows the noun phrase to be defined (as in the second example above). However, it can also precede it. The construction typically requires the name of a person for the second element in the apposition. For example:

Movie star Sylvester Stallone fights again.  
Democratic candidate Bill Brown is out of the race.

Preposing (i.e., moving to the front) the defining element in the construction is much more common in American English and is widespread in American journalistic style.

It should also be noticed that the definite article, *the*, is usually left out in American English when the defining noun phrase is preposed. But contrast the previous examples with the case where the defining noun phrase comes second:

Sylvester Stallone the movie star fights again.  
Bill Brown the democratic candidate is out the race.

The omission of *the* in the preposed construction is exclusively American usage. The British version of the construction does have *the*:

the movie star Sylvester Stallone  
the democratic candidate Bill Brown  
the literary critic Paul Jones

#### 3.2 Articles

Systematic differences in the use of articles are few, but the ones that exist are well-known.

##### 3.2.1 *A, an*

Names for physical pains ending in the word *-ache* (like *toothache*, *backache*, *stomachache*, *earache*) tend not to take the indefinite article *a, an* in British English, whereas they typically take it in American English. For example:

I've got toothache. (BE)  
I've got a toothache. (AE)

That is, speakers of British English think of these nouns as uncountable ones that do not allow the use of the indefinite article. An exception to this in British English is the noun *headache*, which can take *a*. For example:

I've got a headache. (both BE and AE)

Thus we have:

BRITISH ENGLISH	AMERICAN ENGLISH
toothache	a toothache
backache	a backache
stomachache	a stomachache
earache	an earache

This tendency especially applies to American English when we talk about particular attacks of pain, but not when we talk about the pain in general. For example:

I have an earache.  
Earache is just terrible.

### 3.2.2 The

Several commonly used fixed expressions require the definite article *the* in American English, but not in British English. For example:

BRITISH ENGLISH	AMERICAN ENGLISH
in hospital	in the hospital
at table	at the table
at / to university	at / to / in the university
to / at / from school	to / at / from (the) school
in (the) future	in the future

In other cases, however, both varieties of English do without the definite article. Thus, both British and American English have *in church, go to college, in prison, etc.*

With nouns that indicate places, there is often a distinction in meaning between the expression with or without the definite article. Thus, *go to college* means 'to attend college, be a student at a college' but *go to the college* means 'to travel to a particular, physical college'. The American English expressions *in the hospital* and *at the university* are always used with the article and, for many speakers, can have both meanings.

See **Apposition** for additional differences in the use of *the*.

## 3.3 Pronouns

### 3.3.1 One

*One* as an indefinite pronoun with generic reference is more common in spoken British English than it is in spoken American English. Both the British and Americans often prefer to use the personal pronoun *you* in this function. For example:

One should know what to say in that situation. (more common in BE)  
You should know what to say in that situation. (both BE and AE)

See also **Concord**.

### 3.3.2 You

The second person singular and plural pronoun in standard English is *you*. In informal American English, we also find the second person plural pronoun *you guys* and in Southern American English *you all*. For example:

How're you guys doin'?

*You guys* can refer to both men and women.

### 3.3.3 This, that

In telephone conversations people often introduce themselves and ask the other party to identify themselves. The words *this* and *that* are often used for these purposes. For example:

- Hello. This is Emma. Is that Brad?

This is typical of a British telephone conversation. Emma first identifies herself with the word *this* and asks the other person to identify himself or herself with *that*. In American English, on the other hand, the speaker uses *this* (not *that*) to ask who the hearer is:

- Hello. This is Brad. Is this Emma?

### 3.4 Determiners

#### 3.4.1 All

As a determiner with both countable and uncountable nouns *all* is usually followed by *the* and a noun, as in *all the people, all the books, all the time*, etc. This is common practice in both Britain and the U.S. However, Americans also often use *all* in the construction *all of + noun phrase*. For example:

- All the people left. (both BE and AE)  
 All of the people left. (chiefly AE)  
 He is on the beach all the time. (both BE and AE)  
 He is on the beach all of the time. (chiefly AE)

The American use of *all of* is spreading in British English.

#### SECTION 3: Exercises

1. Look at the following sentence. In which variety of English can Brad be both a patient and a visitor of the hospital?

Brad is in the hospital.

2. Underline those sentences which are NOT typical of British English.

1. My grandmother is in hospital because she will have an operation next week.
2. This should not happen in the future.
3. One cannot tell if that person is a boy or a girl.
4. You can't fool all of the people all of the time.
5. Member of Parliament John Hopkins said he did not participate in that rally.
6. George Solti, the famous Hungarian-born conductor, died last year.

#### SECTION 4: Adverbs

##### 4.1 Adverbs with adjectival form

Several adverbs that are used with the typical adverbial ending *-ly* in both standard British and American English can be used without *-ly* in American English. Examples include *awfully, badly, really*, etc. This occurs before adjectives and after verbs. For example:

- a. It was really nice.
- b. It was real nice.
- a. His feet stink awfully.
- b. His feet stink awful.
- a. She wants it badly.
- b. She wants it bad.

The sentences marked b. are characteristic of American English. This American usage is very informal and is often criticised by language purists.

##### 4.1.1 Really

This adverb is the most "notorious" of the set and is used to intensify the meaning of the adjective or adverb following it in standard English, as in *He's driving really fast*. However, in American English *really* is often replaced by *real* in this role. For example:

- a. He drives really fast.
- b. He drives real fast.
- a. We had a really good time.
- b. We had a real good time.
- a. That's really good.
- b. That's real good.
- a. Drive really carefully.
- b. Drive real careful.

All the sentences marked b. are considered informal in American English.

##### 4.2 Adjectives as adverbs

There are several words that are primarily used as adjectives in both British and American English, but which can be used as adverbs in the function of intensifiers in American English. Examples include *good, mighty, plain, sure*. For example:

- Now, listen to me good!  
 Things are going mighty fine.  
 She's plain ugly.  
 That was sure nice of you.

The examples all represent informal American usage.

4.2.1 *Sure*

In addition to its use above, *sure* can be used in American English (1) to say 'yes' or (2) to reply when people thank you for something. For example:

A: Can you come to the party?  
B: Sure.

A: Thanks for bringing this.  
B: Sure.

Again, this usage is informal.

4.2.2 *Too*

The uses of *too* overlap in British and American English to a large degree. However, there is an interesting difference.

*Too* often occurs in informal American English in a type of response that expresses disagreement with what has been said. This can be found in the following exchanges:

A. You can't swim across the river.  
B. I can too.

A. He's not good enough to do it.  
B. He is too.

The usage has also found its way into British English. The meaning of *too* in these cases is something like 'certainly', and the sentences with *too* could also be used in the form *I certainly can* and *He certainly is*.

See also time adverbs in **Present perfect** (see section 1.6).

SECTION 5: **Prepositions**

The use of different prepositions often distinguishes expressions in British and American English. Below you find a selection of such expressions:

BRITISH ENGLISH	AMERICAN ENGLISH
about (e.g., run about)	around (e.g., run around)
apart from	aside from
at the weekend	on / over the weekend
beat about the bush	beat around the bush
beat up	beat up on

BRITISH ENGLISH	AMERICAN ENGLISH
brush oneself down	brush oneself off
cater for people	cater to people
different from/to	different from/than
fill sg in/out	fill sg out/in
get off sg	get off of sg
have a new lease of life	have a new lease on life
in the street	on the street
in two minds about sg	of two minds about sg
listen	listen up
live in a street	live on a street
look out of the window	look out the window
meet sy, meet with sy	meet with sy, meet sy
membership of sg	membership in sg
on a course, be	in a course, be
visit sg	visit in/on/at/with sg

SECTION 5: **Exercises**

1. First identify which variety each preposition belongs to, then provide the equivalent of the prepositional phrases in the other variety.

1. BE/AE on the street - .....
2. BE/AE at the weekend - .....
3. BE/AE apart from - .....
4. BE/AE meet with - .....
5. BE/AE towards - .....

2. Fill in the gaps with the appropriate prepositions used in American English.

1. I must brush ..... my English before I go to work in the States.
2. If you want to join our library, please fill ..... this form.
3. This huge ship was named ..... Roosevelt.
4. Could I speak ..... the manager, please?
5. It will be held Monday ..... Friday.

3. In the following you will read some mini-dialogues. Figure out whether they are in British English or American English. Underline the word or expression which gives the answer away.



1. A student: Are we going to have a math quiz tomorrow?  
Teacher: Yes. You should really brush up on your algebra.

2. Police officer: The only thing we know about the burglar is that he is about 45, pretty tall and probably worked at the nearby supermarket.  
Detective: Can you check up on people who were employed there in the last two years?  
Police officer: Sure.

3. A friend: Oh! Hello Marcia! I hope I'm not disturbing, but I've been doing my shopping around here and I thought I'd pop in for a couple of minutes.  
Marcia: Never mind! Come on in.

4. Anne: Did you know that this school was named after a cook?  
Kate: You're joking!

5. Bill: You know, John is really angry with you.  
Ben: I don't care. I'm going to talk to him anyway.

SECTION 6: Conjunctions

6.1 As if, as and like

*As if* is often replaced by *like* after certain verbs in (especially informal) American English. For example:

- It looks as if it's going to snow tonight. (both BE and AE)
- It looks like it's going to snow tonight. (chiefly AE)
- It seems as if we're going to lose. (both BE and AE)
- It seems like we're going to lose. (chiefly AE)

*Like* can sometimes replace the conjunction *as* in American English. For example:

- He can't swim as he used to. (both BE and AE)
- He can't swim like he used to. (chiefly AE)

The first sentence is standard English, while the second is sometimes stigmatised in Britain.

C. General Exercises

1. Identify which of the two sentences is the American and which is the British one. Write BE, AE or both next to sentences a. and b.

- 1.a. The English team are through the second round of the World Cup.
- b. The English team is through the second round of the World Cup.
- 2.a. The travel agent suggested that we should go by plane.
- b. The travel agent suggested that we go by plane.
- 3.a. The bus conductor insisted that the boy should get off the bus.
- b. The bus conductor insisted that the boy get off the bus.
- 4.a. This book is very exciting, isn't it?
- b. This book is very exciting, huh?
- 5.a. I don't like for her to come with us.
- b. I don't like her to come with us.

2. The following sentences are in American English. Rewrite them according to British English usage.

- 1. I'll visit with my grandmother.  
.....
- 2. Take a shower before you leave.  
.....
- 3. You don't like him, right?  
.....
- 4. They had gotten to Boston before we did.  
.....
- 5. Did you ever ride a horse?  
.....
- 6. Check this out!  
.....
- 7. Your umbrella is different than mine.  
.....
- 8. That tune is real good.  
.....

9. What shall we do on the weekend?

.....

10. I already did it.

.....

11. He said his name is Peter.

.....

12. I never saw anything like this.

.....

13. Take a look at this page.

.....

3. The following excerpts are taken from the US version of *Newsweek*. Each sentence contains at least one grammatical 'Americanism'. Underline them, and rewrite the sentences according to British English usage.

1. Ed Harris, nominated for an Oscar: "It would make my parents real happy".

.....

2. Singer Steven Tyler is just outraged.

.....

3. Two days later Primakov met with the president.

.....

4. Madeleine Albright: "I come out of a Europe where I felt great wrong had been done because good people waited too long to try figure out what to do."

.....

4. The sentences below contain grammatical structures which are typically used in American English. Your task is to change them into their British English equivalents.

1. Did you eat yet?

.....

2. Let's not wait any longer. I suggest that we carry on with our plans.

.....

3. You have to be joking. We don't have any money to buy this car.

.....

4. Don't beat around the bush.

.....

5. They will arrive at around six.

.....

6. Listen up. I don't want to discuss this anymore.

.....

5. Now rewrite these sentences according to American English usage.

1. Have you got anything to declare?

.....

2. The president demanded that the hostages should be released.

.....

3. I'm meeting my business partner in the afternoon.

.....

4. Listen! There's somebody in the attic.

.....

5. He normally comes on Tuesdays.

.....

6. It is essential that we should meet.

.....

7. I'll help you to clean the flat.

.....

8. He suggested that she should resign.

.....

6. Are the following sentences correct or not in American English? Correct the ones that are incorrect.

1. Did you ever ride in a car?

.....

2. I've gotten two brothers.

.....

3. My way of solving problems is different than yours.

.....

4. Three people were injured and taken to hospital last night.

.....

5. I've gotten a new car since you were here last.

.....

6. Do you live in this street?

.....

7. What do you usually do on weekends?

.....

7. Which variety do the following sentences represent? Rewrite them in the other variety.

1. I've just woken up.

.....

2. It's real nice of you to do this.

.....

3. Paul insisted that she come.

.....

4. The patient was in hospital.

.....

5. The shed is in the back of the house.

.....

8. Are the following sentences correct or not? If they are, in which variety?

1. I shall be late this evening.

.....

2. He already left.

.....

3. My family are nice.

.....

4. We needn't hurry.

.....

5. I took a mistake.

.....

6. Did you finish your work yet?

.....

7. The team are playing well.

.....

8. They shall tell you the truth.

.....

9. Write me soon.

.....

10. They wrote to their families last month.

.....

11. It was different to what I'd expected.

.....

12. It was different than what I had expected.

.....

13. At the weekend I will spend my time counting cars in the streets.

.....

14. He was ill, so he was taken to the hospital.

.....

15. I demanded that he apologize.

.....

9. The sentences below are the mixed up lines of two conversations, one in American English, one in British English. First find which sentences belong to which variety, then reconstruct the two conversations.

Have you got any children?

Yes, I did. It was fun.

Have you got many brothers and sisters that you grew up with?

Do you have any children?

Hello, Johnny. How are you doing? Have you gotten yourself a wife yet?

Yes, I have. A boy and two girls already. We hope to have many children.

Hello, John. How are you? Have you got a wife yet?

Did you also have many brothers and sisters to grow up with?

Yes, I have. Five years ago.

Yes, I have. It was wonderful.

Yes, I do. A boy and two girls already. We hope to have more.

Yes, I have. I have been married for five years.

## Unit 5

### SPEAKING STYLE

#### A. Dialogue

After a successful date at the Donut Parlor Emma and Brad are having a chat on the phone. Brad has just found out that he has been awarded a one-year exchange scholarship to Britain.

#### TAPE

BRAD: Hi, Emma. This is Brad.

EMMA: Hello, Brad.

BRAD: I just wanted to ask you a question. Are you going back to England at the end of the term?

EMMA: Well, certainly. Is that all you care about?

BRAD: Chill out, Emma. I've got some awesome news for you. I'm going back with you to London.

EMMA: That sounds nice.

BRAD: Aren't you happy? Don't you wanna know how? I thought you'd be on cloud nine.

EMMA: Of course, I'm happy. I'm very happy. That's why I said it will be nice.

BRAD: Hey, I'm ecstatic! The news just blew my mind.

EMMA: God, Brad, you'll have to learn to hold back your emotions a little.

BRAD: Why should I? I like to say what I think and feel, and I like to say it in a clear way.

EMMA: Okay, I just don't want you to get into any embarrassing situations when you come to London. I don't want you to feel uncomfortable, that's all.

BRAD: You mean I should start practising talking about the weather?

EMMA: You're not funny, Brad.

BRAD: Come on, Emma, don't be so mean to me. I really need some TLC now. ... There's a BBQ-party at Jack's house this evening. Do you want to come?

EMMA: Jack? The short, fat guy who sits in the back of the classroom?

BRAD: Holy cow, Emma! He's not fat and short but horizontally and vertically challenged!

EMMA: You can put it that way if you want, but he's still short and fat. So who's clearer and more straightforward now?

#### Exercise

In the light of this conversation between Emma and Brad, what general features would you say characterise British and American speaking styles?

## B. Differences

Not only do the British and Americans have different accents (that is, they pronounce the same English words differently) and use different grammars, they are also characterised by differences in what they talk about, what their attitude to the topic of conversation is, how they relate to the person they talk to, how they make new words, and how they express the same ideas. Both the British and Americans have certain beliefs (sometimes just "myths") about how a "typical" British or American person speaks and about how the other speaks. All these differences can be brought together under the heading "speaking styles". The differences in speaking styles show up in a variety of ways in how the British and Americans use the English language. Although these differences are most of the time easily felt when the British and Americans interact with each other or with others, the actual linguistic differences are not always easy to capture. This chapter offers a list of these difficult-to-capture linguistic differences. Of course, not all speakers of British and American English are characterised by them.

### SECTION 1: Safe topics

Both the British and Americans often engage in "small talk", especially when meeting strangers or acquaintances. There is a variety of topics used for purposes of small talk in both countries. However, two of these stand out. The British often discuss the weather and Americans often talk about sports with people they do not know well. Talking about the weather and sports gives people a neutral and impersonal topic to maintain friendly relations with each other. Because of their neutrality, these topics are viewed as "safe" in the two cultures. Many Americans consider the weather a boring topic.

### SECTION 1: Exercises

1. In England weather is an ever-interesting, even thrilling topic, and you must be good at discussing it. Here are some examples to help you. Engage in a conversation about the weather with your partner.

"Lovely day, isn't it?"

"Isn't it beautiful?"

"The sun..."

"Isn't it gorgeous?"

"Wonderful, isn't it?"

"It's so nice and hot..."

"Personally I think it's so nice when it's hot, isn't it?"

"I adore this weather – don't you?"

(Source: George Mikes, *How to be a Brit*, Penguin Books, 1984.)

### SECTION 2: Informality

Americans are often regarded as being informal, while the British are often taken to be more formal. This difference can be found in the use of first names, greetings, thanking, and the use of slang and informal expressions.

Americans move on to a "first-name basis" more readily than the British. They often say, *Just call me Tom*, when they meet someone the first time.

Americans have invented many very informal ways of greeting a friend or acquaintance, such as *Hi* or *Hi there* or *How is it going?* or *How are you?* or *Howdy*. Some of these have found their way into British English as well, such as *Hi*.

There are several ways of responding to *Thank you* in English. A polite way of responding to this in American English is saying *You're welcome*. This expression is used increasingly in British English as well. Americans also use other, very informal responses, such as *You bet*.

Americans also tend to use slang and informal expressions in many situations where these would not be considered appropriate in Great Britain. Expressions like *make a fast buck*, *be out to lunch*, *bring some booze*, *it was a piece of cake*, *it's cool*, *it's bullshit*, *it's a hassle*, *don't be so uptight*, and many others are commonly heard in situations that the British (and Europeans in general) would not consider appropriate for their use.

### SECTION 3: Exaggeration

When viewed from the outside, many Americans appear to have a tendency for verbal exaggeration, which means that they often use "big words" to talk about (in the outsider's eyes) trivial or unimportant topics. For example, many Europeans find it strange that Americans call a restaurant chain *The International House of Pancakes* and find it also bizarre that they call their baseball championship the *World Series*. By contrast, the British call their series of cricket games *Test Matches*. American baseball games are played in a *ballpark*, whereas the playing field where, say, soccer games are played is called the *pitch* in Britain. In general, Americans are given to the use of such high-sounding words. The British, on the other hand, are characterised by such opposite verbal skills as "understatement" and "irony".

SECTION 3: Exercises

1. George Mikes, a famous British humorist of Hungarian origin, once wrote a witty piece about how journalists can report an event. Read it and then try to summarise what the passages reveal about the British and the Americans.

THE FACT:

There was some trouble with the Burubuk tribe in the Pacific Island, Charamak. A party of ten English and two American soldiers, under the command of Capt. R. L. A. T. W. Tilbury, raided the island and took native troublemakers prisoner and wrecked two large oil-dumps. The party remained ashore an hour-and-a-half and returned to their base without loss to themselves. How to report the event? It depends which newspaper you work for.

THE TIMES:

...It would be exceedingly perilous to overestimate the significance of the raid, but it can be fairly proclaimed that it would be even more dangerous to underestimate it. The success of the raid clearly proves that the native defences are not invulnerable. The number of revolutionaries captured cannot be safely estimated, but it seems likely that the number is well over 216 but well under 218.

If you are a correspondent of the American paper *The Oklahoma Sun* simply cable this: 'Yanks Conquer Pacific Ocean.'

(Source: George Mikes, *How to be a Brit*, Penguin Books, 1984.)

SECTION 4: Simplification

As we saw in the previous unit, Americans like to simplify their language (see, for example, the present perfect and reported speech). They are also given to shortening their linguistic expressions. For example, speakers of American English often leave out the preposition *on* in sentences such as *You should come (on) Friday*. There is also a long list of corresponding words, which are characteristically shorter in American English:

BRITISH ENGLISH	AMERICAN ENGLISH
dancing class	dance class
dialling tone	dial tone
draining board	drainboard
filing cabinet	file cabinet
parting (of hair)	part
musical box	music box
maths	math
cookery book	cookbook

In addition, as we also saw in the previous unit, American English tends to use more regular forms. One example of this was the American preference for the regular past and participle forms of many verbs. Americans are also more likely than the British to use the more regular expression *two times* in place of the somewhat irregular *twice*.

SECTION 4: Exercises

1. What would Americans "leave out" or change in the following sentences?

1. We went to the zoo on Tuesday.  
.....
2. I'll come to see you tomorrow.  
.....
3. On the weekends we usually go hiking.  
.....
4. He works by day and studies by night.  
.....
5. I am going to do it in this way.  
.....
6. Come and read me a story.  
.....
7. They have already left.  
.....

SECTION 5: Straightforwardness

It is not accidental that the phrase *weasel word* exists in American English. It refers to a word or expression that is less direct, honest or clear than another word or expression would be that it stands for. The phrase shows that Americans place a great deal of value in and emphasis on being straightforward and direct in expressing themselves.

This quality of communication often seems abrupt and sometimes even impolite to non-Americans. Expressions that suggest less directness, such as *I'm afraid* or *I should think so* are less prevalent in America than in Britain and are viewed as typically British by Americans. Further, Americans use highly polite formulas of English, such as *would you mind?*, less often than the British.

It may be this speaking style that sometimes makes Americans appear more outgoing and emotional than the British, who, by comparison, seem reserved and less emotional.

## SECTION 5: Exercises

1. The British are fond of understatements. Keeping this in mind try to reconstruct the following scene: a British boy wants to profess his love to a girl.

He pats his adored one on the back and says softly:

".....". If he is quite mad with passion he may add:  
 ".....". If he wants to marry the girl he may say: ".....". If he wants to make an indecent proposal: ".....".

(Source: George Mikes, *How to be a Brit*, Penguin Books, 1984.)

## SECTION 6: Inventiveness and imaginativeness

Americans are noted for their creativity in making new words. Words such as *to interface*, *to access*, *to impact* were originally nouns, and American linguistic inventiveness turned them into new English verbs.

Some suffixes, such as *-ize*, lead to the creation of many new verbs in American English, as in *to winterize*. (For example in: *Did you winterize the car yet?*) Another highly productive suffix in America is *-wise*. Some examples with the suffix include *money-wise*, *weatherwise*, *timewise*, *healthwise*, and *linguagewise*.

Americans, just like other peoples, create many new words and phrases by putting together old ones. These are often humorous and based on metaphor. They include *couch potato*, *lame duck*, *to cash in your chips*. Or they often produce new words by using old ones in a metaphorical way, such as *submarine*, the name of a popular American sandwich.

In general, the American speaking style is highly figurative. There are some areas that often serve as the basis of many metaphorical expressions in American English. One of the most productive areas is sports. Sports metaphors abound in American English; we can often hear expressions such as *the ball is in your court*, *that is a different ballgame*, *what's the game plan?*, *to jump the gun*, *to be on the ball*, *right off the bat*, and many others. Another major area where American metaphors come from is travel, especially travel by car. Commonly used American metaphors that derive from this area include *a bum steer*, *jump on the bandwagon*, *be in the driver's seat*, *take somebody for a ride*, *fifth wheel*, and so on.

## SECTION 6: Exercises

1. The following words are all examples of the inventiveness which characterises American English. Today many of them are used by speakers of British English as well. Put the words in the right sentences.

movie, dropout, swimsuit, know-how, gas, soap-opera, gym, sitdown strike, chainsmoker, motel, divorcee, disc jockey

1. A ..... is a student who does not finish school.
2. In a ..... people protest against something by sitting at a place for a long time.
3. A ..... is a large room or hall, for example, in a school where people can do sports.
4. .... is practical skill or knowledge in an activity.
5. .... is a liquid which is used as a fuel in cars.
6. A ..... is a hotel for motorists, with space for parking cars near the rooms.
7. A ..... is a one-piece garment that people wear for swimming.
8. A ..... is a person who plays music from records in discos.
9. A ..... is a radio or TV serial drama which deals with its characters' daily lives.
10. A ..... is a film shown in a cinema.
11. A ..... is a person who smokes continuously.
12. A ..... is a person who ended his/ her marriage.

2. The American word combinations listed below are based on metaphor. Find their places and fill in the gaps.

double talk, squawk box, prowler car, ghost town, prairie schooner, nosecone, rat race, cow college.

1. After the exhaustion of natural resources the people moved out and the once famous city became a .....
2. Paul went on holiday to escape from the .....
3. You just can't ..... your way out of this terrible situation.
4. Pioneers used a ..... for cross country travel.
5. They kept in touch with one another with the help of the .....
6. Don't apply to that ..... It completely lacks sophistication and tradition.
7. A ..... is used to protect the forward end of a missile or rocket.
8. The escaped criminals were being chased by a .....

3. The prefixes *de-*, *pro-*, *semi-*, *anti-*, *super-* are widely used in American English. Find the exact word for the following definitions that begin with one of these prefixes.

1. to cool below the freezing point: .....
2. a broad highway designed for high speed traffic: .....

3. loss of calcium from the bones: .....
4. having the caffeine removed from a drink: .....
5. a person opposed to legalised abortion: .....
6. the 50th anniversary: .....
7. slightly sweetened: .....
8. a person opposing feminism: .....
9. face cream against wrinkles: .....
10. substance against mosquitoes: .....

### SECTION 7: Political correctness

Many new words and expressions were made in America with the purpose of replacing existing words and expressions that were considered in some way offensive or unfair to a group of people, such as black people, women, homosexuals, and others. This linguistic movement has been driven by social movements for equal rights. The new language that has been suggested is called *politically correct (PC)* language. The linguistic impact of the social movements has been stronger in the U.S. than in Britain. Below is a selection of *PC* words and expressions that were offered in the U.S. to replace older, allegedly *non-PC* (sexist, etc.) terms.

OLD, NON-PC TERM	PC TERM
chairman	chair, chairperson
policeman	police officer
Black	African American
Indian	Native American
blind	visually impaired
deaf	hearing impaired
old people	senior citizens
short	vertically challenged
disabled	physically challenged
housewife	domestic operative
steward(ess)	flight attendant

Several of these words are in active use today (*chair, African American, flight attendant*) on both sides of the Atlantic, some of them have gained some currency (*visually impaired*), some can be heard in some circles (*physically challenged*), and some have turned out to be ridiculous and unacceptable suggestions (*domestic operative*). Political correctness is an area of constant change and controversy - some people (especially politicians and academics) take it seriously, while other people make fun of it.

### SECTION 7: Exercises

1. Provide the politically correct version of the following words.
  1. postman .....
  2. chairman .....
  3. fireman .....
  4. waiter .....
  5. businessmen .....
  6. spokesman .....



## C. General Exercises

1. Which sentences are more likely to be heard in the United States and which in Great Britain? Circle your answer.

1. I am Professor Cole but call me John. BE/AE
2. "Mary, this is John." "Hi, nice to meet you." BE/AE
3. One should certainly try one's best. BE/AE
4. Hey, how are you? BE/AE
5. My sister makes the spiciest salsa the world has ever seen! It's hotter than fire, hotter than Hell, it makes you feel like a volcano about to erupt. BE/AE
6. It's not very warm, is it? BE/AE

2. Try to say which speaker is the American and which one is the British participant of the following dialogues.

1.
 

A: When are you planning to start your campaign?  
 B: It looks like we are going to kick off at the end of May.  
 A: Can you confirm the information that the chairman of the committee is going to have a special role in the campaign?  
 B: It's true. The Chair, Mrs. Brown, is going to be the frontrunner of the drive.  
 A: Have you got any guesses concerning the final result?  
 B: I can only predict that it's going to be a real close race.
2.
 

A: Sorry for being late. You know it's going to be a BYOB party, so I had to stop by the store to get some.  
 B: Never mind. Awful weather isn't it?  
 A: Er... it really is. By the way, do you have any news about the latest NBA scores?
3.
 

A: How did you like the party?  
 B: I loved it! We had some great folks and the music was just fantastic. Did you like it too?  
 A: Well, it was a rather pleasant evening indeed...

3. What stylistic characteristics of American English do the following expressions taken from *Newsweek* feature?

1. retailers went bust
2. To set up shop, these stock jocks need only a computer and a pot of cash.
3. empty nesters ("couples whose children have left home").
4. in an ever-more-diverse world
5. take another crack at ("to try something again")
6. economy's bull run
7. TV is peppered with prewarnings.
8. split-second variations in style
9. cat-and-mouse intrigue

4. The following text is written in "American style." Try and rewrite it according to British standards.

Hi Aidan,

I spent last weekend with my girlfriend. She's a babe! You should come meet her. We went visit my relatives in Dunaújváros, and also spent a few days by ourselves. (I got past first base now.) We went by car b/c the town is pretty far from Budapest. As we drove thru a long tunnel, we saw a shadow in the shape of a bear. When we got to my Aunt Susan's home, we heard on the radio that a bear just broke free from its cage as they were shooting a movie. What a thrill!

Now about the offer you made last time. It would be pretty cool to enter the sphere of higher education consulting. I just don't know whether my qualifications are okay for such a high-echelon position. The job, however, sounds pretty awesome. I'm gonna chat it over with Alison, too.

I'll call you next week. And please write me when you have the time. Take care, buddy.

C.U.,

Nick

## Unit 6

# MISCELLANEOUS DIFFERENCES: TIME, NUMBERS, MONEY, MEASURES AND SIZES

### A. Dialogue

Brad and Emma are in a shopping mall. Emma is buying presents for her friends and family because she's leaving the States in two weeks.

#### TAPE

BRAD: Emma, my arms are getting stiff from all these packages. Do you have to buy anything else?

EMMA: Let's see... I've got something for my parents, and for my best friend Claire..., but I still need to get something for my granny.

BRAD: Okay, so what do you have in mind for her?

EMMA: I saw a nice shop on the first floor. We could take the escalator.

BRAD: But we are on the first floor, Emma. You must have meant the second floor.

EMMA: Oh, I'll never get used to this. Anyway I thought of getting my Gran a nice pair of slippers.

BRAD: What size does she wear?

EMMA: She's a size 6, just like me.

BRAD: Size 6? You're kidding. My ten-year-old sister has size 6 shoes. You're more like a size 8.

EMMA: Of course, Brad. And I weigh twenty stone, right?

BRAD: Really? How much is that?

EMMA: Oh, forget it. It's a lot, but let's stop arguing. We need to hurry anyway. What's the time?

BRAD: It's ten after five.

EMMA: I have to get back home by half six the latest because I'm expecting a phone call from my parents.

BRAD: Do they know that you have an American boyfriend?

EMMA: Well, they do, but I haven't told Richard yet.

BRAD: Richard? Who's Richard?

#### Exercise

What are the obvious and less obvious differences in the way Emma and Brad talk about some of the things discussed in this chapter? Has Emma picked up any typically American habits?

## B. Differences

## SECTION 1: Asking about and telling the time

The British and Americans talk somewhat differently about time. When they ask about what time it is, they can of course use some common expressions, such as:

What time is it?  
What's the time?

However, they can also ask about time in different ways. For example:

What time do you make it? (BE)  
What time do you have? (AE)  
Have you got the time? (BE)  
Do you have the time? (AE)

In response to these questions, they can tell the time in different ways. (As a matter of fact, there is even a slight difference in the use of the expression *tell the time*, which is *tell time* in American English. So an American might say about a little boy or girl: *He / She is too little to tell time.*) Here are the main differences, together with the similarities, in telling the time.

It's half past six. (BE and AE)  
It's half six. (BE)  
It's ten (minutes) past five. (BE and AE)  
It's a quarter past eight. (BE and AE)  
It's ten (minutes) after five. (AE)  
It's a quarter after five. (AE)  
It's a quarter to one. (BE and AE)  
It's ten (minutes) to one. (BE and AE)  
It's ten of one. (rare, AE)  
It's a quarter of one. (rare, AE)  
It's ten till one. (AE)  
It's ten before one. (AE)

In other words, the common English *past* can be replaced by *after* in American English, while common English *to* by the American *of*, *till* and *before*.

## SECTION 1: Exercises

## 1. What's the time?

1. 11:52	in AE:	
	in BE:	
2. 13:10	in AE:	
	in BE:	
3. 09:15	in AE:	
	in BE:	
4. 12:30	in AE:	
	in BE:	

2. What is your daily schedule? Tell your partner about your daily routine first using British English expressions for time, then by using American expressions.

## SECTION 2: Numbers

## 2.1 Zero, nil, nought, love

The number 0 is sometimes called *nought* in British English. For example, one can say that one thousand is 1 followed by three *noughts*. This is not used in the United States, where the common English word *zero* is employed.

When talking about scores in team games, the British use *nil*, while Americans use *zero* or *nothing*. For example, announcing football (soccer) scores, we may hear:

The score is England nil, Hungary one. (BE)  
The score is England two, United States nothing. (AE)

In tennis, however, we find the word *love* in the sense of "zero" in both varieties of English.

Interestingly, the word *zero* is followed by a plural noun in measurements of temperature: *zero degrees Fahrenheit*.

## 2.2 Billion

In British English, *billion* used to mean 'a million million'. Today, however, it is primarily used in the sense of 'one thousand million'. This change of meaning is the result of the influence of the American use of *billion*, where it means 'one thousand million'.

The old technical term for 'one thousand million' in British English used to be *million*. This word no longer exists in British usage.

### 2.3 Saying numbers

When numbers are pronounced one figure at a time and the number contains a zero, we can say "oh" in British English. For example, when we want to give someone our telephone number, which is, say, 405-7272, we say *four oh five*... in British English and *four zero five* in American English (though, less typically, some Americans can also say *oh*).

When a number contains two of the same figures, the British say *double* and the figure, while Americans say the figure twice. For example:

455 = four, double five (BE)

455 = four, five, five (AE)

In saying numbers that have tens in them, the British always use *and* before the tens, while Americans can drop it. For example:

352 = three hundred and fifty-two (BE)

352 = three hundred (and) fifty-two (AE)

The decimals are also pronounced differently. The British use *zero* or *nought* and Americans use *zero* or simply *point* for decimals starting with 0. For example:

0.75 = zero / nought point seven five (BE)

0.75 = zero point seven five; point seven five (AE)

## 2.5 Money

### 2.5.1 Money in Great Britain

The standard unit of money in Great Britain is the *pound*, informally called *quid*. (The sign for the pound is: £.) It is divided into 100 *pence*. The word *pence* is the plural of the singular word *penny*. (The short form for *penny* is: *p*.) In informal British English, *one penny* is referred to as *one p*.

All currency notes are of a different size and have a portrait of the monarch on them. There are five, ten, twenty and fifty pound notes.

### 2.5.2 Money in the United States

The standard unit of money in the United States is the *dollar*, informally called *buck*. (The sign for the dollar is: \$.) There are one hundred cents in a dollar. (The sign for the cent is: c.) One-cent coins are called *pennies*; five-cent coins *nickel*; ten-cent coins *dime*; and twenty-five cent coins *quarter*.

American paper money (called *bills* in American English) comes in the same size. That is, the one, five, ten, twenty, fifty and one hundred dollar bills are all the same size. All American bills are green (this is why they are sometimes referred to as *greenbacks*).

#### SECTION 2: Exercises

1. Identify the following money terms. Are they used in British English or American English? Circle the correct answer.

1. 1 pence BE/AE

2. dime BE/AE

3. copper BE/AE

4. quarter BE/AE

5. nickel BE/AE

6. 5 pence BE/AE

7. 10 p BE/AE

8. penny BE/AE

9. 50 p BE/AE

10. bank note BE/AE

11. buck BE/AE

12. bill BE/AE

2. Pair up the coins with their values.

a dime                      five cents

a quarter                  one cent

a penny                    ten cents

a nickel                    twenty-five cents

3. Try to match the following expressions containing *penny*, *dime*, *buck* and *nickel* with the definitions below.

1. no penny, no paternoster

2. penny farthing

- |  |                                      |
|--|--------------------------------------|
| 3. to think one's penny silver           | 4. penny whistle                     |
| 5. to make a good penny of               | 6. a dime a dozen                    |
| 7. to turn the penny                     | 8. to turn an honest penny           |
| 9. pennies from heaven                   | 10. on a dime                        |
| 11. to spend a penny                     | 12. feel like a million bucks        |
| 13. ten/ two a penny                     | 14. get more bang for the buck       |
| 15. the penny has dropped                | 16. stretch a dollar                 |
| 17. penny pincher                        | 18. make a quick buck                |
| 19. pretty penny                         | 20. nickel and dime someone to death |
| 21. a penny for your thoughts            | 22. stop on a dime                   |
| 23. not to have a penny to bless oneself | 24. bet one's bottom dollar          |
| 25. in for a penny in for a pound        | 26. it's dollars to doughnuts        |

## Definitions:

- a. to make a profit
- b. to economise
- c. money acquired without effort or risk
- d. commonplace, easily obtainable, occurring frequently
- e. to employ one's money profitably
- d. you can be sure
- f. a cheap simple tubelike instrument played by blowing
- g. to feel healthy and happy
- h. to be absolutely certain
- i. a bicycle with a very large front wheel and a very small back wheel
- j. earn money by fair means
- k. earn money dishonestly
- l. to visit a lavatory
- m. to have a good opinion of oneself
- n. if you want something, you have to pay for it
- o. to drain someone of money bit by bit
- p. a great amount of money
- q. in a very small area
- r. to spend one's money more efficiently
- s. to be broke

- t. the meaning of something said has been at last understood
- u. if something has been started it should be finished whatever the cost
- v. to come to an instant halt
- w. a person who is unwilling to spend or give money
- x. tell me what you are thinking about
- y. not at all unusual or valuable

## SECTION 3: Weights and measures

## 3.1 Weight

The British measure their weight in *stone (st)* and *pounds (lb)*. Americans in *pounds* only. Thus, they can say:

She weighs eight stone six. (BE)  
He weighs hundred and fifty pounds. (chiefly AE)

One stone (approximately 6.4 kilograms) is 14 pounds. (One pound is 0.454 kilograms.)

## 3.2 Liquid measure

For liquid measure both countries use *pint (pt)*. However, one British pint is 0.568 litre and one US pint is only 0.473 litres.

They both use the *gallon (gal)* as well, but one British gallon is 4.55 litres and one US gallon is 3.78 litres.

The *quart (qt)* is also used in both countries. One quart equals two pints, but its amount will vary according to the different measures of the pint in the two countries.

In cooking measurements, a *cup* is ten *ounces (oz)* in Great Britain and it is eight ounces in the United States. (One ounce is 28.35 grams.) A pint is 20 ounces in Great Britain and it is 16 ounces in the United States.

## 3.3 Temperature

In Great Britain, temperature is often given in *Celsius* when people talk about the weather. (Occasionally, the word *centigrade* is also used.) Weather reports can also use *Fahrenheit*. In the United States temperature measurements are almost exclusively given in *Fahrenheit*. However, scientists use *Celsius* in both countries.

Below are some temperature equivalents in Celsius and Fahrenheit:

CELSIUS	FAHRENHEIT
40	104
30	86
20	68
10	50
0	32
-10	14
-17.8	0

### 3.4 Sizes

#### 3.4.1 Sizes for women's dresses

In the table below, the most common sizes for women's dresses are given in Great Britain (UK = United Kingdom), the United States (USA) and Europe (EU).

UK	USA	EU
8	6	36
10	8	38
12	10	40
14	12	42
16	14	44
18	16	46-48
20	18	50
22	20	52
24	22	54

Warning: Please do not order expensive dresses on the basis of the numbers above.

#### 3.4.2 Sizes for shoes

The table below contains rough equivalents for shoe sizes for men and women in Great Britain (UK men and women), for men in the United States (US men), for women and children in the United States (US women and children) and for children and adults in Europe (EU).

UK men and women	US men	US women and children	EU
2	2-2.5	4	34
2.5-3	3	4.5-5	35
3-3.5	3.5	5-5.5	36
4-4.5	4.5	6	37
5	5-5.5	7	38
5.5-6	6	7.5-8	39
6.5	6.5-7	8.5	40
7.5	7.5-8	9.5	41
8-8.5	8.5	10-10.5	42
9	9-9.5	11	43
9.5-10	10	11.5-12	44
10.5	10.5-11	12.5	45
11-11.5	11.5	13-13.5	46

Warning: Please do not buy your shoes on the basis of the table. The numbers merely indicate rough correspondences, not exact equivalences.

### SECTION 3: Exercises

1. Find the odd one out from an American perspective.

inch; feet; pound; stone; ounce.

2. Which measurements refer to different values in British English and in American English?

mile; feet; pint; acre; gallon; yard.

## C. General Exercises

1. Below you can find pairs of expressions including the British and the American versions of a number, measure and date. Identify which one is the more typical of the British variety.

the first of January	January first
zero point five	nought point five
7.24.99	24.7.99
AC Milan nil	AC Milan zero

2. How do you say it in British English? Underline the correct answer.

Number	Answer 1	Answer 2
202-4428	two oh two four four two eight	two oh two double four two eight
6 August	the sixth of August	August sixth
0.6	zero point six	point six

3. Who said the following sentences? A speaker of British or American English? Or both? Circle the correct answer.

1. This bag is heavy. It must weigh at least a stone. BE/AE
2. We need at least a gallon of milk for the weekend. BE/AE
3. It's late. It's half past ten. BE/AE
4. Two-five-four-four-six-one-two. Paul Morris speaking. BE/AE
5. It's two thirty. Let's go and have something to eat. BE/AE
6. "How much did this car cost?" "Oh, It was quite expensive - twenty thousand quid". BE/AE

## EPILOGUE

It is now time for us to say good-bye to Emma and Brad. They are saying good-bye to each other as well. They are at the airport. Emma is going back to England.

## TAPE

BRAD: Do you have your ticket and passport ready?

EMMA: Yes, everything's here.

BRAD: Would it be okay with you if I didn't wait for the plane to take off?

EMMA: What's wrong with you, Brad? You've been behaving strangely in the past two weeks.

BRAD: We had a great time together, but now you're going back to your old friends and...

EMMA: ...And?

BRAD: And to Richard. I hope he'll treat you like a princess.

EMMA: Brad, what are you talking about? Richard is my brother.

BRAD: Your brother? Why didn't you tell me?

EMMA: I thought you knew.

ANNOUNCEMENT IN THE BACKGROUND: Passengers on British Airways flight 840 to London, please proceed to gate 27. Your flight is ready for boarding.

BRAD: Oh no, you have to leave already! Give me a big good-bye hug!

EMMA: A hug? How about a good-bye kiss?

BRAD: Will I also get a welcome kiss when I arrive in London?

EMMA: Well, we'll see about that.

BRAD: You'll always be a mystery to me, Emma.

# KEY TO EXERCISES

## UNIT 1: Pronunciation

### Section Exercises

#### SECTION 1

1. pass, after, can't, half, dance.
2. /ɑ:/: pass; dance; ask; past; vase; Belfast; rather; Glasgow; can't. /æ/: castle; half; class; bath; chance; answer; craftsman; after. Words pronounced in one way: passion; perhaps; ham; Sam. *Vase* is pronounced with /ei/ in AE.
3. vase, castle, dance, class, half, answer, chances, pass, after.
4. 1. far; 2. park; 3. class; 4. bar; 5. heart; 6. ask; 7. scarf; 8. laugh.
5. Practice your pronunciation.
6. tube; new; due; nude; during; duty; student.
7. value; tube; during; continue.

#### SECTION 2

1. Column A: hostile; fragile; missile; docile; mobile; fertile; futile; reptile.

#### SECTION 3

1. E.g.: beating - beading, metal - medal, coating - coding.
2. visa application; vanilla ice-cream; Martha answered; Cuba is; the idea is; law and order.
3. 1. were, four; 2. presented, boring; 3. impressed, principal, 4. travelcard, year.
4. Practice your pronunciation.
5. Practice your pronunciation.
6. 1. Carter, delivered, lecture, yesterday; 2. Mr, aren't, ardent; 3. years; 4. girls; 5. are, four, litres, cellar.
7. In BE these words are pronounced without an /r/ sound.
8. In BE *clerk* is pronounced as /kɫɑ:k/.

#### SECTION 4

1. BE: /'mɪlɪtəri/; /'lævətəri/; /'kɒməntəri/; /'sekrətəri/. AE: /'mɪlɪ,teri/; /lævə,tə:ri/; /'kɑ:mən,teri/; /'sekrə,teri/.
2. E.g., alimony, matrimony.



**General Exercises**

1. nurse, lot, bath, cloth, hear, square, start.
2. Groups: 1. task; path; bath; master; castle. 2. worry; hurry. 3. not; modern; bother. 4. first; start; lord; morning; nevertheless; yourself; circumstances; your; or. 5. new. 6. circumstances; necessary. 7. schedule.
3. calm; argue; liver.
4. AE; AE; BE; BE; AE.
5. Practice your pronunciation.
6. 1. BE, father; 2. BE, few; 3. BE, reptiles; 4. AE, clerk; 5. AE, vase; 6. BE, class; 7. BE, used; 8. BE, partner.
7. 1. cloth, dog; 2. futile, fragile, docile; 3. bath; after; pass; 4. courage; hurry; worry.
8. BE: vacation; stationary; not; hurry; waistcoat. AE: ceremony; dollar; either; dictionary; matter; property; schedule.
9. Practice your pronunciation.
10. 1. BE; AE: /aɪ kænt ber fɒ:lz tu:nz/ 2. AE; BE: /ðə 'hɒstəl 'gɑ:dnə brɔ:t səm tə'mɑ:təuz tə ðə lə'bɒrətɪ/ 3. BE; AE: /æftər pæsiŋ ðɪ ɪg'zæm ðə nu: stʊ:dənt meɪd hɪm'self ə hɑ:t bæ:θ/ 4. AE; BE: /ðə klɑ:s ə'skt ðɪ ɑ:tɪsts tə dɑ:nz ət lɑ:st/
11. 1. pear: /r/-dropping rule; 2. missile: pronounced /mɪsl/ in AE; 3. nude: yod-dropping rule; 4. chance: /ɑ/ changes to /æ/; 5. melon: pronounced with clear /l/ in BE.
12. winter - winner; part - pot; rider - writer; not - knot.
13. List 1.: normal; partner; far; hard; curse; torture; nurse. List 2.: common; compromise; hot; pompous; cot; promise. Odd word out: goodness.

**UNIT 2: Spelling and Punctuation****Section Exercises****SECTION 1**

1. judgment, stigmatize, center, color, jewelry.
2. practice - practise: when used as a verb it is spelt -c- and in AE -s-
3. candour, colour, harbour, behaviour, honour, neighbour (sometimes even in AE), saviour.
4. mirror, error, gladiator, Equator, professor, bachelor, elevator, major, motor.
5. BE: licence, draught, cosy, full stop, aeroplane. AE: anemia, dialog, donut, labor, centralize, offense, period.
6. check, mold, tire, disk, curb, baptize, liter, plow.

7. 1. humor; 2. neighbors; 3. color; 4. labor; 5. behavior; 6. flavors; 7. favorite; 8. honor.
8. 1. arise; 2. exercise; 3. licence
9. pretence - pretense; valour - valor; spectre - specter.
10. theater, Dialogs, savior, connection, Judgment, color.
11. words to be found: behavior, color, catalog, dialog, flavor, fetus, honor, maneuver, medieval, monolog, neighbor, valor, advertize, complection, defense, inflection, license, memorize, offense, pretense, realize, center, meter, theater.
12. mite
13. 1. through; 2. though; 3. I love you; 4. tonight; 5. to you; 6. my love for you; 7. you are too sweet to be forgotten.

**SECTION 2**

1. 1: equalled; enrolment; counsellor; fulfil; jeweller. 2: skillful; enroll; traveler. x: visiting; beginning; offering; enrolling.
2. counsellor, kilogramme, jewellery, programme, worshipped, traveller, waggon, woollen.

**SECTION 3**

1. 4:15; Mr. Reader; 6:20; some milk, and; "What's old,".

**SECTION 4**

1. BE; AE
2. Practice your dates.
- 3.

1<sup>st</sup> March, 1999

Dear Alison,

How are you these days? We are now in the process of organising a seminar on aluminium production in Poland. The seminar will take place in Santa Rosa, California. The address is:

Luther Burbank Center  
1323 Foxglove Ct.  
Santa Rosa, CA 15209

It will begin on 15<sup>th</sup> May, and will end on 21<sup>st</sup> May. It would be an honour to have you here. I hope to hear from you soon.

Best wishes,

Bill Bradley

### General Exercises

1. BE: honour; kerb; theatre; dialling; connexion; offence; organise; neighbour; manoeuvre; encyclopaedia; mediaeval; cheque; traveller; aluminium; moustache. AE: skillful; wagon; mold; fetus; parlor; canceled; catalog; offense; defense; realize; center; color; check; judgment; woolen.

2. labor - AE; centre - BE; civilise - BE; theater - AE; colour - BE; thru - AE; nite - AE; traveling - AE; plough - BE; paediatrician - BE.

3. judgment; honour; woollen; aesthetic; recognise; behavior; aluminium; theater; analyze; traveled.

4. a. 1. colorful, catalogs; 2. rumor, counsellor, theater; 3. ameba, harbor, millimeters; b.

1. ill-humoured, dialogue, shopping-centre; 2. axe, aluminium; 3. realise, honours, cancelled.

5. Theatre, programs, inning, Centre

6. 1. AE - mustache; 2. AE - jail; 3. BE - skilful; 4. AE - pajamas; 5. BE - theatre; 6. monolog - AE; 7. BE - aesthetics; 8. BE - neighbour.

7. 1. AE; 2. BE; 3. BE; 4. BE; 5. AE.

8. "A" is American and "B" is British

9. 1. BE; 2. BE; 3. AE.

10. Last night I quarrelled with my neighbour about behaviour. She is the kind of person who is very rich, wears tons of jewellery, thinks that she is the centre of the world, and evidently lacks a good sense of humour. She came over for some cough syrup, but almost had a heart attack when she glanced at my grey, woollen pyjamas. So I told her: 'Madam, you know that I work for the theatre'. Being an actress she took it as an offence and told me her opinion without pretence. So you say why bother? Because I'm in love with her beautiful daughter.

11. AE; the letter below is in BE.

Dear Mr Smith,

I am writing to you in defence of the recent behaviour of my son. I know that you do not favour this kind of humour, so I can understand you being appalled by this wilful defacement. I would not like this meagre issue to become a pretext for us to become embroiled in some sort of quarrel, although I know we have quarrelled in the past for less. Though painting a moustache on your portrait may be seen as a point of great offence, I must mention that the work was definitely a thorough and skilful manoeuvre. Looking at the situation with level-headed judgement I am sure that you too could give the due acknowledgement to this fledgeling artist.

Yours sincerely,

Jim Beam

12.

Dear Emma,

Would you like to come to our dance practice tonight? Though we are going to have a performance on 8/5/99, we haven't got enough dancers. You'll enjoy it for sure, and it doesn't require that much practice. It is a colourful bunch of people, and the atmosphere is always cheerful.

By the time you get through this letter, I'll be on my way to practice, and I hope to see you there later.

Sorry, I didn't realise how long this note was getting. I have to run...

Danny

13.

August 20, 1999

Dear Mr. Smith:

I am applying to your university according to the directions listed in the catalog. I would like to major in Theater Arts. For this I am willing to recite the required part from the dialog of a certain medieval play. I hope that you will accept my application.

Sincerely,

Jane Lovelace

14. Give your opinion.

### UNIT 3: Vocabulary

#### Section Exercises

#### SECTION 1

#### SECTION 2

1. pudding - dessert; biscuit - cracker; (boiled) sweets - (hard) candy; candy floss - cotton candy; chips - French fries; crisps - potato chips; muffin - English muffin; fish fingers - fish sticks.

2. biscuits, can, fridge, mince, grill, chips.



4. Open the curtains.
5. We've run out of petrol.
6. It's in the boot.
7. Single or return?
8. He left the tap on.
9. I hate standing in a queue.

4. 1. AE - fall; 2. AE - semester; 3. BE - biscuits; 4. AE - trashcan; 5. BE - waistcoat; 6. AE - truck; 7. AE - elevator; 8. BE - holiday; 9. AE - parking lot; 10. BE - wardrobe.

5. 1. hood; 2. number plate; 3. stand in line; 4. candy store; 5. single ticket; 6. tap.

6. 1. oatmeal; 2. package; 3. major; 4. postgraduate; 5. ex-directory; 6. current; 7. gas; 8. French fries; 9. Secretary of State; 10. underground.

7.

1. janitor - caretaker; truck - lorry; toward - towards; gas station - petrol station; freeway - motorway; bar - pub; sure - certainly; hassle - argue; windshield - windscreen; license plate - number plate; big deal - so what; wrench - spanner.

2. tuxedo jacket - dinner jacket; closet - wardrobe; pants - trousers; shoestring - shoelace; rubbers - galoshes; pay station - telephone booth; collect call - reverse charge call; busy - engaged; newsdealer - newsagent; editorial - leading article; sedan - saloon car; movie theater - cinema; sidewalk - pavement; automobile - car.

8.

1. You would take the American to the bathroom and the British to the kitchen.
2. Cold for the American but hot for the British.
3. The British - it would mean that he wishes to change his underwear.
4. One flight for the American and two for the British.
5. An American would be in a bank and a British in a café.

9.

(BE) When I decided where I wanted to go on holiday, I started to make the necessary preparations. First, I rang the travel agency and booked the flight and accommodation. I ordered a return ticket for the 4.15 aeroplane on Wednesday. I didn't want to go to a hotel so I rented a flat. It included a bedroom, a kitchen, a bathroom, a terrace, and a study. The house where the flat was had a garden around it and it had a lift, too. I had packed everything the day before I took off. I put some clothes and other things in my luggage: four pairs of trousers, three waistcoats, a dinner jacket, underwear, socks, a scarf, a pair of slippers and two pairs of shoes. When I had finished, I went to the cinema with my mates and later we had supper. The next morning I had some jam and biscuits for breakfast. At ten o'clock, I wanted to order a taxi but my neighbour gave me a lift to the airport. We rode fast on the motorway and were at the airport in almost no time. There I had to take a coach to my terminal. I checked in and this is when another story began.

(AE) When I figured out where I wanted to go on vacation, I started to make the necessary preparations. First, I called the travel agency and made a reservation for the flight and accommodation. I ordered a round trip ticket for the 4:15 airplane on Wednesday. I didn't want to go to a hotel so I rented an apartment. It included a bedroom, a kitchen, a bathroom, a terrace, and a study. The house where the apartment was had a yard around it and it had an elevator, too. I had packed everything the day before I took off. I put some clothes and other things in my baggage: four pairs of slacks, three vests, a tuxedo, underwear, socks, a scarf, a pair of slippers, and two pairs of shoes. When I was finished, I went to the movies with my buddies and later we had dinner. The next morning I ate some jelly and cookies for breakfast. At ten o'clock, I wanted to order a cab but my neighbor gave me a ride to the airport. We rode fast on the freeway and were at the airport in almost no time. There I had to take a bus to my terminal. I checked in and this is when another story began.

## UNIT 4: Grammar

### Section Exercises

#### SECTION 1

1. The noun *school board* takes singular *is* in AE and plural *are* in BE.
2. I already fixed the car.
3. 1. help; 2. help to; 3. go and; 4. go make.
4. 1. committee AE; 2. family BE/AE; 3. government BE; 4. firm BE/AE; 5. team BE/AE; 6. choir BE/AE; 7. class BE; 8. public BE; 9. orchestra BE/AE; 10. staff BE.
5. Possible answers include the following:
  1. leave; 2. come; 3. should stay; 4. change; 5. should be switched off.
6.
 

That movie was the best we've recently seen, huh?  
Our football team is able to win this Spring.  
He insists that we go now.
7.
  1. (BE) Yes, I've just seen him. (AE) Yes, I just saw him.
  2. (BE) Yes, she has just phoned. (AE) Yes, she just called.
  3. (BE) No thanks I've just put one out. (AE) No thanks I just put one out.
8.
  1. (BE) I've already phoned. (AE) I already called.
  2. (BE) I've already read it. (AE) I already read it.
  3. (BE) No, I've already paid. (AE) No, I already paid.

9.

1. (BE) I haven't eaten there yet, but I'm going to. (AE) I didn't eat there yet, but I'm going to.
2. (BE) I haven't bought one yet, but I'm going to. (AE) I didn't buy one yet, but I'm going to.
3. (BE) He hasn't asked her yet, but he's going to. (AE) He didn't ask her yet, but he's going to.

## SECTION 2

1. prove, proven, AE; spit, spat, BE; swell, swelled, AE; wake, woken, BE; burn, burnt, BE; dream, dreamed, AE; learn, learnt, BE; quit, quit, AE; smell, smelled, AE; spell, spelt, BE; get, gotten, AE.

2. 1. Brad; 2. Emma; 3. Brad; 4. Brad; 5. Emma.

3.

1. (BE); AE: Do you have a toothache?
2. (AE); BE: Have you got enough time to finish your homework before dinner?
3. (BE); AE: Do you have any?
4. (BE); AE: Do you have the time?
4. 1. both; 2. both; 3. AE; 4. BE; 5. AE; 6. BE; 7. BE; 8. both.

## SECTION 3

1. In AE.

2.

This should not happen in the future.

You can't fool all of the people all of the time.

Member of Parliament John Hopkins said he did not participate in that rally.

## SECTION 4

-

## SECTION 5

1. 1. AE in; 2. BE, on; 3. BE, aside from; 4. AE, meet; 5. BE, toward.

2. 1. up on; 2. out; 3. for; 4. to; 5. through;

3. 1. AE: math, brush up on; 2. AE: pretty, check up on, sure; 3. AE: come on in; 4. BE: named after; 5. AE: talk to.

## SECTION 6

-

## General Exercises

1. 1a. BE; 2a. BE; 3a. BE; 4a. AE/BE; 4b. AE; 5a. AE, 5b. AE/BE.

2. 1. visit my grandmother; 2. have a shower; 3. do you; 4. they had got; 5. have you ever ridden; 6. Look at this!; 7. different from/to; 8. really good; 9. at the weekend; 10. I've already done; 11. his name was; 12. I've never seen; 13; have a look.

3. 1. really; 2. The singer, Steven Tyler; 3. met; 4. to try to figure out / to try and figure out.

4. 1. Have you eaten yet? 2. I suggest that we should go 3. must be joking 4. beat about 5. arrive at about 6. Listen!

5. 1. do you have; 2. hostages be released; 3. meeting with; 4. Listen up!; 5. comes Tuesdays; 6. that we meet; 7. help you clean; 8. suggested that she resign.

6. 1. correct; 2. I've got; 3. correct; 4. taken to the hospital; 5. correct; 6. on this street; 7. correct.

7. 1. BE and AE - waked; 2. AE - really; 3. AE - she should come; 4. BE - in the hospital; 5. AE - behind the house.

8. 1. correct (C) - BE; 2. C - AE; 3. C - BE; 4. C - BE; 5. incorrect; 6. C - AE; 7. C - BE; 8. incorrect; 9. C - AE; 10. C - AE/BE; 11. C - BE; 12. C - AE; 13. C - BE; 14. C - AE; 15. C - AE.

9.

BE:

'Hello, John. How are you? Have you got a wife yet?'

'Yes, I have. I have been married for five years.'

'Have you got any children?'

'Yes, I have. A boy and two girls already. We hope to have many children.'

'Have you got many brothers and sisters that you grew up with?'

'Yes, I have. It was wonderful.'

AE:

'Hello, Johnny. How are you doing? Have you gotten yourself a wife yet?'

'Yes, I have. Five years ago.'

'Do you have any children?'

'Yes, I do. A boy and two girls already. We hope to have more.'

'Did you also have many brothers and sisters to grow up with?'

'Yes, I did. It was fun.'

## UNIT 5: Speaking Style

## Section Exercises

## SECTION 1

1. Your conversation

## SECTION 2

-

## SECTION 3

1. Summarise your opinion.

## SECTION 4

1. 1. leave out *on*; 2. leave out *to*; 3. leave out *the*; 4. change *by day* to *days* and *by night* to *nights*; 5. leave out *in*; 6. leave out *and*; 7. leave out *have*.

## SECTION 5

1. George Mikes has the following understatements: I don't object, you know.; I rather fancy you, in fact.; I say would you?; I say what about?.

## SECTION 6

1. 1. dropout; 2. sitdown strike; 3. gym; 4. know-how; 5. gas; 6. motel; 7. swimsuit; 8. disc jockey; 9. soap opera; 10. movie; 11. chainsmoker; 12. divorcee.
2. 1. ghost town; 2. rat race; 3. double talk; 4. prairie schooner; 5. squawk box; 6. cow college; 7. nosecone; 8. prowler car.
3. 1. supercool; 2. superhighway; 3. decalcification; 4. decaffeinate; 5. pro-lifer; 6. semi-centenary; 7. semi-sweet; 8. anti-feminist; 9. anti-wrinkle; 10. anti-mosquito.

## SECTION 7

1. 1. postal worker; 2. chair / chairperson; 3. firefighter; 4. server; 5. business people; 6. spokesperson.

## General Exercises

1. BE: 3; 6. AE: 1; 2; 4; 5.
2. 1. A: BE; 2. A: AE; 3. A: BE.
3. Inventiveness: 4; 8; 9. Informality: 1; 2; 5. Imaginativeness: 3; 7; 6.

## 4.

Dear Aidan,

How are you? I spent last weekend with my girlfriend. She is very beautiful. You should come and meet her. We went to visit my relatives in Dunaújváros, and also spent a few days by ourselves. We went by car because the town is quite far from Budapest. As we were driving through a long tunnel, we noticed a shadow in the shape of a bear. When we reached my Aunt Susan's home, we heard on the radio that a bear had just broken free of his cage as they were shooting a film. We were shocked.

Now about the offer which you made last time. I feel very tempted to enter the sphere of higher education consulting. My only worry is whether my qualifications are suitable for such a high-echelon position. The job, however, sounds very attractive. I will have to talk about it with Alison, too.

I'll give you a ring next week. And it would be good to hear from you when you have the time.

Cheers,

Nick

## UNIT 6: Miscellaneous Differences

## Section Exercises

## SECTION 1

## 1.

1. AE: It's eight to twelve / eight of twelve; BE: It's eight to twelve.
2. AE: It's ten past one / ten after one; BE: It's ten past one.
3. AE: It's a quarter past nine / a quarter after nine; BE: It's a quarter past nine.
4. AE: It's half past twelve; BE: It's half past twelve / half twelve.

## 2. Your conversation.

## SECTION 2

1. 1. BE; 2. AE; 3. BE; 4. AE; 5. AE; 6. BE; 7. BE; 8. both; 9. BE; 10. BE; 11. AE; 12. AE.
2. a dime - ten cents; a quarter - twenty-five cents; a penny - one cent; a nickel - five cents.
3. 1n, 2i, 3m, 4f, 5a, 6y, 7e, 8j, 9c, 10q, 11l, 12g, 13d, 14r, 15t, 16b, 17w, 18k, 19p, 20o, 21x, 22v, 23s, 24d, 25u, 26h

## SECTION 3

1. Stone; it is not used in the U.S. as a weight unit.

2. British pint: 568 cl; American pint: 473 cl.  
British gallon: 4.55 l; American gallon: 3.78 l.

### General Exercises

1. the first of January; nought point five; 24.7.99; AC Milan nil.
2. two oh two double four two eight; the sixth of August; zero point six.
3. 1. BE; 2. both; 3. both; 4. AE; 5. both; 6. BE.

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