

## APPENDIX 6: IN-DEPTH ANALYSIS OF THE SELECTED CORPUS ITEMS

### VOCABULARY

#### 1. gas/petrol

Retrieved from Svartvik & Leech 2006: 97

	Gas	Petrol
SUBCATEGORY / PHENOMENON	Language of the road and rail, 19th-century invention	
<i>OED</i>	Chiefly <i>North American</i> (originally <i>colloquial</i> ). <i>Petrol</i> is the usual term outside North America.  First occurrence: 1878	This sense is not in use in the U.S. and Canada.  First occurrence: 1895

#### 2. truck/lorry

Retrieved from Svartvik & Leech 2006: 160

	Truck	Lorry
SUBCATEGORY / PHENOMENON	Language of the road and rail, 19th-century invention	
<i>OED</i>	Cf. <a href="#">lorry n. 1b</a> originally <i>U.S.</i>  First occurrence: 1916	  First occurrence: 1911

#### 3. elevator/lift

Retrieved from Svartvik & Leech 2006: 160

	Elevator	Lift
SUBCATEGORY / PHENOMENON	19th-century invention	
<i>OED</i>	chiefly <i>North American</i> . A lift, hoist, ascending chamber.  First occurrence: 1853	An apparatus for raising or lowering persons or things from one floor or level to another; an ascending chamber or compartment; a hoist; = <a href="#">elevator n. 3d</a> .  First occurrence: 1851

#### 4. cell phone/mobile phone

Retrieved from Svartvik & Leech 2006: 161

	Cell phone	Mobile phone
SUBCATEGORY / PHENOMENON	Computing and electronics industry	
<i>OED</i>	chiefly <i>North American</i> .  First occurrence: 1983	Now chiefly <i>British</i> .  First occurrence: 1945

## 5. can/tin

Retrieved from Murphy 2018: 275

	Can	Tin
SUBCATEGORY / PHENOMENON	Consumer goods	
<i>OED</i>	<i>Can</i> is the usual word in the United States, but elsewhere <i>tin</i> is also frequently used.  First occurrence: 1852	A vessel made of tin, or more usually of tinned iron; <i>spec.</i> a vessel in which meat, fish, fruit, etc., is hermetically sealed for preservation (= <a href="#">can n. 1b</a> )  First occurrence: 1795

## 6. fries/chips

Retrieved from Murphy 2018: 276

	Fries	Chips
SUBCATEGORY / PHENOMENON	Consumer goods (food)	
<i>OED</i>	Originally and chiefly <i>North American</i> . A chip (French fry). Also in extended use. Chiefly in <i>plural</i> .  First occurrence: 1947	<i>Cookery. plural</i> (rarely <i>singular</i> ). A thin irregular slice of a fruit, etc. <i>spec.</i> fried pieces of potato, usually oblong in shape; = <a href="#">French fried potatoes n.</a> , <a href="#">French fries n. at French adj. and n. Compounds 1b</a> ;  First occurrence: 1769

## 7. chips/crisps

	Chips	Crisps
SUBCATEGORY / PHENOMENON	Consumer goods (food)	
<i>OED</i>	<i>Cookery. plural</i> (rarely <i>singular</i> ). A thin irregular slice of a fruit, etc. <i>spec.</i> fried pieces of potato, usually oblong in shape; also (chiefly <i>U.S.</i> ) = <a href="#">crisp n. 8</a> .  First occurrence: 1769?	In full <b>potato crisp</b> . A thin sliver of potato fried until crisp and eaten cold. Usually in <i>plural</i> of such food produced commercially.  First occurrence: 1929

## 8. candy/sweets

Retrieved from Svartvik & Leech 2006: 163

	Candy	Sweets
SUBCATEGORY / PHENOMENON	Consumer goods (food), domestic area	
<i>OED</i>	Chiefly <i>North American</i> . Any confectionery; sweets and chocolates. Also occasionally: a sweet or chocolate.  First occurrence: ?1809 / 1852	A sweetmeat, esp. in lozenge or 'drop' form. <a href="#">sweetie n.</a> is earlier in this sense.  First occurrence: 1851

## 9. take a look/have a look

Retrieved from Murphy 2018: 75

	Take a look	Have a look
SUBCATEGORY / PHENOMENON	Light verbs	
OED	<i>colloquial. to have (also take) a look:</i> to look at a person or thing, esp. (in later use) for the purpose of examination; to inspect or scrutinize someone or something. Also in extended use: to investigate or consider an idea, prospect, or other immaterial thing. Cf. <a href="#">look v. 1a</a> , <a href="#">look v. 4a</a> .	
	First occurrence: 1725	First occurrence: 1673

## 10. closet/wardrobe

Retrieved from Svartvik & Leech 2006: 163

	Closet	Wardrobe
SUBCATEGORY / PHENOMENON	Domestic area	
OED	A recess or space adjoining a room, generally closed off by a door or doors reaching to the floor, and used for storage of clothes, linen, utensils, household supplies, etc.; a built-in cupboard; a wardrobe.	A large cupboard or cabinet for storing clothes or other linen; (now esp.) a tall cupboard or closet, typically located in a bedroom, and often fitted with a rail from which clothing may be suspended on hangers.
	The word has been the standard term in North American use since at least the late 19th century for a cupboard which is built in rather than being fixed to a wall or free-standing, and which is sometimes large enough to walk into. During the later 20th century it has increasingly been used in British English to refer to such a place used for storing clothes, although <i>cupboard</i> and (especially) <i>wardrobe</i> are still used in this sense. <i>drying-closet</i> , <i>linen closet</i> , etc.: see the first element.	First occurrence: 1440
	First occurrence: 1532	

## 11. fall/autumn

Retrieved from Murphy 2018: 103

	Fall	Autumn
SUBCATEGORY / PHENOMENON	Domestic area	
OED	Although common in British English in the 16th century, by the end of the 17th century <i>fall</i> had been overtaken by <i>autumn</i> as the primary term for this season. In early North American use both terms were in use, but <i>fall</i> had become established as the	Cf. <a href="#">harvest n. 1</a> . In North American usage the usual term is now <i>fall</i> (see <a href="#">fall n. 2 40a</a> ).

	more usual term by the early 19th century. It also long survived in use in other varieties and dialects, especially in fixed phrasal expressions such as <i>fall of the year</i> and (until the early 20th century) in collocation with <i>spring</i>	
	First occurrence: 1550	First occurrence: ?c1400mn
LITERATURE	<p><i>Fall</i> was invented in Britain, but was more successful in the US. Both words still co-exist in the US (but <i>autumn</i> leaves &gt; fall leaves). These days, fall has made its way back into Britain with the helpful clock-changing mnemonic “Spring forward, fall back” (Murphy 2018: 104–105)</p> <ul style="list-style-type: none"> <li>• Till the 1950s, <i>backend</i> was the preferred term in much of the north of England, until it gave way to <i>autumn</i>, but <i>fall</i> never crossed the pond to dethrone <i>autumn</i> in Britain. (Murphy 2018: 274)</li> <li>• <i>Fall</i> died in England, but was common in Elizabethan England (Murphy 2018: 164)</li> </ul>	

## 12. stroller/pushchair

Retrieved from Murphy 2018: 275

	Stroller	Pushchair
SUBCATEGORY / PHENOMENON	Domestic area	
OED	A child’s push-chair, esp. a collapsible buggy.	chiefly <i>British</i> a chair on wheels in which someone can be pushed along; <i>esp.</i> a small, usually folding chair for a baby or young child.
	First occurrence: 1920	First occurrence: 1893

## 13. car trunk/car boot

Retrieved from Svartvik & Leech 2006: 160; Murphy 2018: 26

	Car trunk	Car boot
SUBCATEGORY / PHENOMENON	Language of the road and rail	
OED	<i>North American</i> . The luggage compartment of a motor vehicle; = <a href="#">boot n.</a> <sup>3</sup> <a href="#">4c</a> .	The receptacle for luggage or parcels under the seats of the guard and coachman. (This appears to have been the fore and hind boot of sense <a href="#">4b</a> , covered in as a box, ? about the middle of the 18th cent.) Now the ordinary name for the luggage compartment usually at the rear of a motor vehicle. Also <i>attributive</i> .
	First occurrence: 1929	First occurrence: 1781

## 14. diaper/nappy

Retrieved from Murphy 2018: 20

	Diaper	Nappy
SUBCATEGORY / PHENOMENON	Domestic area	
<i>OED</i>	A towel, napkin, or cloth of this material; a baby's napkin or 'clout'.  First occurrence: a1616 / 1837	Not in North American use, where the usual word is <i>diaper</i> .  Cf. <a href="#">diaper n. 2</a> , <a href="#">napkin n. 4</a> .  First occurrence: 1920

## SPELLING

### 1. mom/mum

Retrieved from Svartvik & Leech 2006: 162

	Mom	Mum
SUBCATEGORY / PHENOMENON	Domestic area	
<i>OED</i>	<p><b>Etymology:</b> Shortened &lt; <a href="#">momma n.</a> (see discussion s.v. <a href="#">mama n. 1</a>).</p> <p><i>colloquial</i> (chiefly North American).</p> <p>In addition to North American use, <i>mom</i> is also found in English regional (West Midlands) use (cf. quot. 1996; quotes. 1904 and 1911 show early use in British sources) and in South African English.</p> <p>First occurrence: 1846</p>	<p><b>Etymology:</b> Probably variant of <a href="#">mam n. 1</a>: see discussion s.v. <a href="#">mama n. 1</a>.</p> <p><i>colloquial</i></p> <p>The word has a wide geographical spread, although in U.S. usage the equivalent <a href="#">mom n.</a> is more common. Cf. also <a href="#">mam n. 1</a>.</p> <p>First occurrence: ?1595 / 1653</p>
LITERATURE	<ul style="list-style-type: none"> <li><i>Mom</i> not only American English, but is the traditional form in parts of the West Midlands (Birmingham) (Murphy 2018: 284)</li> </ul>	

### 2. while\*/whilst

Retrieved from Murphy 2018: 20

	While	Whilst
SUBCATEGORY / PHENOMENON	Conjunction / preposition (+st)	
<i>OED</i>	<p><b>Etymology:</b> [...] as conjunction, abbreviation of Old English phrase <i>þa hwile þe</i>, Middle English <i>þe while þat</i> = 'during the time that' (see <a href="#">while n. 2a</a>), = Old High German <i>dia wila (unz)</i> so long as (Middle High German <i>die wile</i> while, German <i>dieweil</i> while, because), Dutch <i>dewijl</i>; similar abbreviation</p>	<p><b>Etymology:</b> &lt; <a href="#">whiles n., conj., and adv.</a> + -t as in <i>amongst</i>, <i>amidst</i>.</p> <p><i>conj.</i> (†also with that) = <a href="#">while conj. 1b</a>, <a href="#">1d</a>, <a href="#">whiles n., conj., and adv. 4</a>.</p>

	<p>has given German <i>weil</i> because, Dutch <i>wijl</i>, North Frisian <i>wil</i>.</p> <p><b>while (that):</b> during the time that. (Now expressed by while alone: cf. <a href="#">that conj. 7</a>)</p> <p>First occurrence: 1154</p>	First occurrence: <i>a</i> 1400
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### 3. favorite/favourite

Retrieved from Murphy 2018: 144

	Favorite	Favourite
SUBCATEGORY / PHENOMENON	-or / -our	
<i>OED</i>	<p><b>Etymology:</b> &lt; Old French <i>favorit</i> (Cotgrave), variant of <i>favori</i>, past participle of <i>favorir</i> to favour; = Italian <i>favorito</i>, Spanish <i>favorito</i>, Portuguese <i>favorito</i>.</p> <p>Regarded with especial favour, liking, or preference; beloved, chosen, favoured above others.</p> <p>First occurrence: 1711</p>	
LITERATURE	<ul style="list-style-type: none"> <li><i>Color</i> (US) / <i>colour</i> (UK) (Murphy 2018: 69)</li> </ul> <p>‘a good number of American Anglophiles swoon over the <i>u</i>’ (Murphy 2018: 143)</p> <p>-<i>our</i> words are either a spelling introduced by Norman scribes, a French word borrowed into English, or ‘a more recent spelling introduced because we’ve become accustomed to seeing <i>o</i> and <i>u</i> together in certain contexts’ (Murphy 2018: 144)</p> <p>‘[...] both -<i>or</i> and -<i>our</i> are historically motivated spellings, depending on how far back in history you wish to go’ (Murphy 2018: 144–145):</p> <ul style="list-style-type: none"> <li>In Shakespeare’s times, -<i>our</i> was the preferred spelling, but his works contained as much <i>honor</i> as <i>honour</i> (Murphy 2018: 145)</li> <li>Webster made English more Englishy when he struck the -<i>our</i> from words that didn’t rhyme with <i>tour</i> or <i>sour</i>, but the spelling won’t be adopted by the British because to drop the <i>u</i> would be seen as Americanization (Murphy 2018: 147)</li> </ul> <p>The British kept the <i>u</i> in some words, but not others: <i>honour</i>, <i>honourable</i>, <i>honorary</i>; <i>colour</i>, <i>colouring</i>, <i>coloration</i>. (Bryson 2009: 169)</p>	

### 4. center/centre

Retrieved from Svartvik & Leech 2006: 154

	Center	Centre
SUBCATEGORY / PHENOMENON	-er / -re, French/Latin-inspired spellings	
<i>OED</i>	<p><b>Forms:</b> Middle English <b>contre</b> (transmission error), Middle English <b>sentre</b>, Middle English– <b>centre</b>, 1500s <b>centour</b>, 1500s <b>centur</b>, 1500s–1600s <b>centure</b>, 1500s– <b>center</b> (now chiefly <i>U.S.</i>); also <i>Scottish</i> pre-1700 <b>ceinter</b>, pre-1700 <b>centir</b>, 1900s– <b>cintre</b> (<i>north-eastern</i>).</p> <p><b>Origin:</b> Of multiple origins. Partly a borrowing from French. Partly a borrowing from Latin. <b>Etymons:</b> French <i>centre</i>; Latin <i>centrum</i>.</p>	

	<p><b>Etymology:</b> &lt; (i) Anglo-Norman and Middle French <i>centre</i> (French <i>centre</i>) middle point of a circle or sphere (early 13th cent. or earlier in Old French), middle part or portion of anything (c1275 or earlier),</p> <p><i>Spelling variation.</i></p> <p>The prevalent spelling in the early modern period, from the 16th to the 18th centuries, was <i>center</i> (so in editions of major authors like Shakespeare, Milton, Pope, etc., as well as in the early dictionaries, down to all thirty editions of Bailey from 1721 to 1802). However, the technical volume of Bailey (Vol. II.), 1727–31, and the folio, 1730–6, have <i>centre</i>; Johnson (1755), who based his dictionary on an interleaved copy of Bailey's folio of 1730, adopted this spelling, and following Johnson's precedent, <i>centre</i> has become the usual form in British usage, whereas in U.S. usage <i>center</i> prevails.</p> <p>First occurrence: c1392</p>
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## 5. airplane/aeroplane

Retrieved from Murphy 2018: 140

	Airplane	Aeroplane
SUBCATEGORY / PHENOMENON	French-inspired spellings	
OED	<p><b>Origin:</b> Formed within English, by compounding. <b>Etymons:</b> <a href="#">air n.<sup>1</sup></a>, <a href="#">plan e n.<sup>3</sup></a></p> <p><b>Etymology:</b> &lt; <a href="#">air n.<sup>1</sup></a> + <a href="#">plane n.<sup>3</sup></a>, in sense 2 as alteration of <a href="#">aeroplane n.</a> (compare slightly later <a href="#">plane n.<sup>5</sup></a>).</p> <p>Chiefly <i>North American</i> = <a href="#">aeroplane n. 2</a>. Also <i>attributive</i>. <i>Airplane</i> became the standard U.S. term (replacing <i>aeroplane</i>) after it was adopted by the National Advisory Committee for Aeronautics in 1916. Although A. Lloyd Jones recommended its adoption by the BBC in 1928, it has until recently been no more than an occasional form in British English.</p> <p>First occurrence: 1906</p>	<p><b>Origin:</b> Formed within English, by compounding; partly modelled on a French lexical item. <b>Etymons:</b> <a href="#">aero- comb. form</a>, <a href="#">plane n.<sup>3</sup></a></p> <p><b>Etymology:</b> &lt; <a href="#">aero- comb. form</a> + <a href="#">plane n.<sup>3</sup></a>, partly after French <i>aéroplane</i> (J. Plin 1855, as both adjective and noun, referring to a proposed system of aerial navigation using an airship with a more or less horizontal surface as opposed to the then usual spherical or cylindrical shapes of balloons and aircraft (and also designating an airship of this type);</p> <p>Now chiefly <i>British</i>. An aircraft which relies on aerodynamic lift for flight; a heavier-than-air aircraft; <i>esp.</i> one having fixed wings and using propellers or jet engines to provide thrust. Cf. <a href="#">airplane n. 2b</a>, <a href="#">planen.<sup>5</sup></a>, <a href="#">aircraft n.</a></p> <p>The equivalent term in North America is <i>airplane</i>.</p> <p>First occurrence: 1868</p>

## 6. fulfill/fulfil

Retrieved from Darragh 2000: 6

	Fulfill	Fulfil
SUBCATEGORY / PHENOMENON	-ll / -l	
OED	<p><b>Forms:</b> Old English <b>fullfyllan</b>, Middle English <b>ffolfulle</b>, Middle English <b>folfille</b>, Middle English <b>folful</b>, Middle English <b>folfulle</b>, Middle English <b>foluel</b>-(inflected form), Middle English <b>foluelle</b> (inflected form), Middle English <b>folvelle</b>, Middle English <b>fulfel</b>, Middle English <b>fulfeldyn</b> (past participle), Middle English <b>fulfell</b>, Middle English <b>fulfelle</b>, Middle English <b>fulful</b>- (inflected form), Middle English <b>fulfulle</b>, Middle English <b>fullefillle</b>, Middle English <b>fullefyllle</b>, Middle English <b>fuluulle</b>, Middle English <b>uoluel</b>- (inflected form), Middle English <b>uoluelle</b>, Middle English <b>uuluel</b>- (inflected form), Middle English <b>voluel</b>- (inflected form), Middle English <b>voluul</b>- (inflected form), Middle English <b>volvulle</b>, Middle English–1500s <b>fullfyll</b>, Middle English–1500s 1700s <b>fulfyllle</b>, Middle English–1600s <b>fulfille</b>, Middle English–1600s <b>fulfyl</b>, Middle English–1600s <b>fulfyll</b>, Middle English–1800s <b>fullfill</b>, Middle English– <b>fulfil</b>, Middle English– <b>fulfill</b> (now chiefly <i>U.S.</i>), 1500s <b>ffulfill</b>, 1500s <b>fulffyl</b>, 1500s <b>fulffyll</b>, 1600s <b>folfil</b>; also <i>Scottish</i> pre-1700 <b>ffowlffil</b>, pre-1700 <b>fowfull</b>.</p> <p><b>Origin:</b> Formed within English, by compounding. <b>Etymons:</b> <a href="#">full adv.</a>, <a href="#">fill v.</a></p> <p><b>Etymology:</b> &lt; <a href="#">full adv.</a> + <a href="#">fill v.</a></p> <p>First occurrence: a1425</p>	

## 7. traveler/traveller

Retrieved from Svartvik & Leech 2006: 155

	Traveler	Traveller
SUBCATEGORY / PHENOMENON	-l-, -ll-	
OED	<p><b>Forms:</b> Middle English <b>trauailour</b>, 1500s <b>trauailor</b>, 1500s <b>travaylor</b>, 1500s <b>travaylour</b>, 1600s <b>trauailour</b>, 1600s <b>travelor</b>; <i>Scottish</i> pre-1700 <b>traualour</b>, pre-1700 <b>trauellour</b>, pre-1700 <b>travailour</b>, pre-1700 <b>travalour</b>, pre-1700 <b>travellor</b>, pre-1700 <b>travellour</b>, pre-1700 <b>trawalor</b>, pre-1700 <b>trawalour</b>, pre-1700 <b>trawel</b>, pre-1700 <b>trawelour</b>, pre-1700 <b>trawelowr</b>.</p> <p><b>Origin:</b> Formed within English, by derivation. <b>Etymons:</b> <a href="#">travel v.</a>, <a href="#">-er suffix<sup>l</sup></a>.</p> <p><b>Etymology:</b> &lt; <a href="#">travel v.</a> + <a href="#">-er suffix<sup>l</sup></a>.</p> <p>First occurrence: a1387</p>	
LITERATURE	<ul style="list-style-type: none"> <li>An unstressed syllable + consonant + -ing/-ed → BrE doubles the consonant, AmE does not (Svartvik &amp; Leech 2006: 155)</li> <li><i>Traveled</i> (US) / <i>Travelled</i> (UK) (Murphy 2018: 69)</li> </ul>	



## 8. defense/defence

Retrieved from Svartvik & Leech 2006: 154

	Defense	Defence
SUBCATEGORY / PHENOMENON	-se/-ce	
OED	<p><b>Forms:</b> Middle English <b>diffens</b>, Middle English <b>diffense</b>, Middle English <b>dyffense</b>, Middle English 1600s <b>deffense</b>, Middle English 1600s <b>difence</b>, Middle English–1500s <b>defenc</b>, Middle English–1500s <b>deffens</b>, Middle English–1500s <b>dyffense</b>, Middle English–1600s <b>defens</b>, Middle English–1600s <b>deffence</b>, Middle English–1700s <b>difence</b>, Middle English–<b>defence</b>, Middle English–<b>defense</b> (now chiefly U.S.), 1500s <b>dyffens</b>.</p> <p><b>Origin:</b> Probably a borrowing from French. <b>Etymon:</b> French <i>defens</i>.</p> <p><b>Etymology:</b> Probably &lt; Anglo-Norman <i>defens</i>, <i>deffens</i>, <i>difence</i>, Anglo-Norman and Middle French <i>defence</i>, <i>deffence</i>, <i>defense</i>, <i>deffense</i> [...]</p> <p>First occurrence: c1325</p>	

## 9. criticize\*/criticise

Retrieved from Svartvik & Leech 2006: 155

	Criticize	Criticise
SUBCATEGORY / PHENOMENON	-ize/-ise	
OED	<p><b>Forms:</b> Also <b>criticise</b>.</p> <p><b>Etymology:</b> &lt; <a href="#">critic n.<sup>1</sup></a> or Latin <i>criticus</i> + <a href="#">-ize suffix</a>.</p> <p>First occurrence: 1649</p>	<i>The OED refers to CRITICIZE</i>
LITERATURE	<p><b>-ise/-ize</b> = “way of representing a Greek spelling in English using the Latin alphabet” (Murphy 2018: 148–149)</p> <ul style="list-style-type: none"> <li>The suffix comes from 3 sources: (1) Post-classical Latin (&lt; Greek <i>z</i>), (2) French (<i>spécialiser</i> → <i>specialise</i>), (3) English inventions (<i>apology</i> → <i>apologise</i> → <i>apologize</i>; <i>personal</i> → <i>personalize</i> → <i>personalise</i>) (Murphy 2018: 149)</li> <li>In the 19th century, the use of the suffix significantly increased (900 new <i>-ize</i> words) and most of these words were British before becoming American. (Murphy 2018: 149)</li> <li>Mid-19th century, the British shifted towards a preference for the <i>-ise</i> spelling, inspired by the large numbers of <i>-ise</i> words borrowed from French. In the meantime, <i>-ise</i> knew its downfall in America when Webster preferred the <i>-ize</i> spelling, which corresponds to the /z/-ful pronunciation. However, Webster’s change was left incomplete: <i>advertise</i>, <i>merchandise</i>, <i>surprise</i>, <i>compromise</i> were not given this <i>-ize</i> spelling. (Murphy 2018: 149)</li> <li>In 1884, when the OED is published, simplification of the spelling histories and usage by presenting the <i>-ize</i> spelling before the <i>-ise</i> one for each verb. The reason being that the <i>-ize</i> suffix goes back to Greek. The <i>-ize</i> spelling then became more popular with British publishers, but <i>-ise</i> was still an acceptable alternative. (Murphy 2018: 150)</li> <li>In the 1990s, The Times (London) and Cambridge University Press switched their preference back to the <i>-ise</i> spelling due to the spellcheckers allowing both <i>-ise</i> and <i>-ize</i> and the democratization of the internet ⇒ some</li> </ul>	

	<p>documents contained the same word with two different spellings. “These developments led to two lines of thinking”: (1) spellings should be consistent, (2) if Americans spell it <i>-ize</i>, then <i>-ise</i> must be “the” British spelling. (Murphy 2018: 151)</p> <p>⇒ People started believing that <i>-ize</i> must be exclusively American (Murphy 2018: 151)</p> <p>⇒ Going back to the <i>-ise</i> spelling was a way to claim the British are not American (Murphy 2018: 152)</p>
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## 10. program\*/programme

Retrieved from Svartvik & Leech 2006: 155; Murphy 2018: 137

	Program	Programme
SUBCATEGORY / PHENOMENON	Latin/French-inspired spellings	
OED	<p><b>Forms:</b></p> <p>α. 1600s <b>programe</b> (<i>Scottish</i>), 1600s (<i>Scottish</i>) 1700s– <b>program</b> (see note below).</p> <p>β. 1600s– <b>programme</b>, 1800s <b>programm</b>.</p> <p><b>Origin:</b> Of multiple origins. Partly a borrowing from Latin. Partly a borrowing from French. <b>Etymons:</b> Latin <i>programma</i>; French <i>programme</i>.</p> <p><b>Etymology:</b> In senses <a href="#">1</a> and <a href="#">2</a> &lt; post-classical Latin <i>programma</i> <a href="#">programma n.</a> (in specific use in sense <a href="#">2</a> after German <i>Programm</i> (early 19th cent.; now obsolete in this sense)). In sense <a href="#">3</a> (from which all the later senses have developed) &lt; French <i>programme</i> (in education) descriptive notice of a course of study, etc. (1677), descriptive notice of any formal proceedings (1762), (in politics) prospectus of a party or individual (1789), plan (1831 or earlier) &lt; post-classical Latin <i>programma</i> <a href="#">programma n.</a> With sense <a href="#">2</a> compare also French <i>programme</i> (1718 or earlier in this sense).</p> <p>The more common earlier (and predominantly Scottish) form <i>program</i> was retained by Scott, Carlyle, Hamilton, and others, even after the borrowing of senses directly from French in the late 18th cent. and early 19th cent.; it conforms to the usual English representation of Greek <i>-γραμμα</i>, in e.g. <a href="#">anagram n.</a>, <a href="#">cryptogram n.</a>, <a href="#">diagram n.</a>, <a href="#">telegram n.</a>, etc. The influence of French <i>programme</i> led to the predominance of this spelling in the 19th cent. The forms <i>programme</i> and <i>program</i> have since become established as the standard British and U.S. spellings respectively, with the exception that <i>program</i> is usual everywhere in senses relating to computing.</p> <p>First occurrence: 1633</p>	

## GRAMMAR & USAGE

### 1. (in a conversation)

– Hey John, how was your exam?

– Oh, I'm sure I did good\*\* / did well\*

Retrieved from Svartvik & Leech 2006: 168

	I did good	I did well
SUBCATEGORY / PHENOMENON	Adjective used as adverb	Adverb used as adverb
LITERATURE	<p>The idea that Americans are 'more "grammar conscious" doesn't always hold up – at least not in the spoken language.' (Svartvik &amp; Leech 2006: 168)</p> <p><u>Adjective forms used as adverbs</u> (Svartvik &amp; Leech 2006: 168)</p> <ul style="list-style-type: none"> <li>○ <i>They pay them <u>pretty good</u></i></li> <li>○ <i>I <u>sure</u> hope</i></li> </ul> <p>⇒ Non-standard in British English, while common and relatively acceptable in spoken American English (Svartvik &amp; Leech 2006: 168)</p>	

### 2. I sure hope\*\* / certainly hope\* that you had a nice trip.

Retrieved from Svartvik & Leech 2006: 168

	I sure hope	I certainly hope
SUBCATEGORY / PHENOMENON	Adjective used as adverb	Adverb used as adverb
LITERATURE	<p>The idea that Americans are 'more "grammar conscious" doesn't always hold up – at least not in the spoken language.' (Svartvik &amp; Leech 2006: 168)</p> <p><u>Adjective forms used as adverbs</u> (Svartvik &amp; Leech 2006: 168)</p> <ul style="list-style-type: none"> <li>○ <i>They pay them <u>pretty good</u></i></li> <li>○ <i>I <u>sure</u> hope</i></li> </ul> <p>⇒ Non-standard in British English, while common and relatively acceptable in spoken American English (Svartvik &amp; Leech 2006: 168)</p>	

### 3. I am not hungry, I just had / I've just had breakfast

Retrieved from Darragh 2000: 17; Svartvik & Leech 2006: 169; Murphy 2018: 74

	I just had	I've just had
SUBCATEGORY / PHENOMENON	Simple past to talk about recent events	Present perfect to talk about recent events
LITERATURE	<ul style="list-style-type: none"> <li>• Tense for recent events: simple past (US) or present perfect (UK) (Murphy 2018: 74)</li> <li>• AmE recent past: past tense can be used instead of the perfect (Svartvik &amp; Leech 2006: 169)</li> </ul>	

#### 4. I dreamed / dreamt that I won the lottery

Retrieved from Darragh 2000: 16

	Dreamed	Dreamt
SUBCATEGORY / PHENOMENON	Verb inflections (regular past participle vs. irregular past participle)	
<i>OED</i>	<b>dream, v.<sup>2</sup></b>  <b>Inflections:</b> Past tense and past participle <i>dreamed</i> , (chiefly British) <i>dreamt</i>  First occurrence: 1633	

#### 5. *(in a conversation)*

– Why would you do that, Pete?

– I ain't done nothing\*\* / I didn't do anything\*

Retrieved from Svartvik & Leech 2006: 134

	I ain't done nothing	I didn't do anything
SUBCATEGORY / PHENOMENON	Non-standard vs. Standard language - use of <i>ain't</i> as an auxiliary - use of double negation ( <i>ain't ... nothing</i> )	
<i>OED</i>	<b>have, v.</b> <b>Forms:</b> <b>(iv).</b> With negative particle affixed. <b>(b)</b> With enclitic negative particle (chiefly <i>colloquial</i> , <i>nonstandard</i> , and <i>regional</i> ) 1800s– <b>ain't</b> , 1900s– <b>'ain't</b>  First occurrence: 1819	
LITERATURE	<ul style="list-style-type: none"> <li>The idea that English should be logical is due to popular grammarians of the late 18th century, namely Robert Lowth and Lindley Murray. (Murphy 2018: 160) Lowth 'started treating English as if it were mathematics' in his <i>Short introduction to English grammar</i> (1762), stating that a <u>double negative</u> would result in a positive and that one should not say <i>This is her</i> but <i>This is she</i>. (Murphy 2018: 160; emphasis mine)</li> <li>Vernacular grammar: "the grammar of the popular, untaught variety of a language often found in colloquial speech" (Svartvik &amp; Leech 2006: 134)               <ul style="list-style-type: none"> <li><u>Ain't</u> as a general negative form of the verb <i>be</i> or <i>have</i> in the present tense</li> <li><u>Double negative</u>: <i>I ain't done nothing</i></li> </ul>               → Looked down on as uneducated but surprisingly resilient and widespread in popular speech in England and elsewhere (Svartvik &amp; Leech 2006: 135)             </li> </ul>	

6. **Do you have / Have you got a pen? I have forgotten mine at home.**

Retrieved from Svartvik & Leech 2006: 211

	Do you have?	Have you got?
SUBCATEGORY / PHENOMENON	Have as main verb + do-support	Have got (with have as an auxiliary)
LITERATURE	<ul style="list-style-type: none"> <li>• Example of coming together, with the increasing tendency for the British to follow Americans in asking <i>Do you have...?</i> rather than <i>Have you got...?</i> (Murphy 2018: 270–271)</li> <li>• ‘Get avoidance is probably why Americans started preferring to say <i>I have</i> [...] and why Britons did not complain when that particular Americanism started taking over the more traditional British English <i>I’ve got</i>.’ (Murphy 2018: 189)</li> <li>• Ernest Gowers noted in <i>A Dictionary of Modern English Usage</i> that, under the influence of American usage, the British had begun to change <i>haven’t got</i> to <i>don’t have</i>. (Bryson 2009: 168)</li> <li>• Example of Americanization: have as an auxiliary verb → have as a main verb (+ <i>do</i>-support to form questions and negatives) in Britain (Svartvik &amp; Leech 2006: 210–211) <ul style="list-style-type: none"> <li>○ <i>Haven’t got / Have you got?</i> → BrE, more common than AmE</li> <li>○ <i>Don’t have / Do you have?</i> → AmE, now also BrE</li> </ul> </li> </ul>	

7. **You must come fetch your daughter. She’s gotten / got into trouble at school.**

Retrieved from Svartvik & Leech 2006: 167

	Gotten	Got
SUBCATEGORY / PHENOMENON	Strong verb inflections	
OED	<p><b>get, v.</b></p> <p><b>Inflections:</b> Past tense <i>got</i>, (<i>archaic</i>) <i>gat</i>; past participle <i>got</i>, (<i>chiefly U.S.</i>) <i>gotten</i>;</p> <p>In modern British standard use (and in many other varieties) <i>got</i> is the invariable form of the past participle. In North America <i>gotten</i> remains common, and a semantic distinction is sometimes found, with <i>gotten</i> implying the process of obtaining something, as in ‘he had gotten us tickets for the show’, and <i>got</i> implying the state of possession or ownership, as in ‘I haven’t got any money’.</p> <p>First occurrence: 1819</p>	
LITERATURE	<ul style="list-style-type: none"> <li>• ‘extremely ugly word’ – Matthew Engel (2010, in Murphy 2018: 118)</li> <li>• 1909: American journalist Ambrose Bierce stated that ‘gotten had “gone out of good use”’ (Murphy 2018: 118)</li> <li>• 21st century: common use again → Partially buried and then disinterred</li> <li>• <i>Gotten</i> is an archaism America has preserved (Bryson 2009: 154)</li> <li>• ‘The best noted, perhaps, is <i>gotten</i>, which to most Britons is the quaintest of Americanisms’ (Bryson 2009: 164)</li> <li>• The distinction still exists in Britain with <i>forgot/forgotten</i> and <i>ill-gotten gains</i> (Bryson 2009: 164)</li> </ul>	

## 8. Newsflash: the committee has\* / have voted in favo(u)r of the bill.

Retrieved from Darragh 2000: 20; Svartvik & Leech 2006: 167; Murphy 2018: 74, 164-165, 270

SUBCATEGORY / PHENOMENON	The committee has voted	The committee have voted
	Collective noun + singular	Collective noun + singular <i>or</i> plural (depending on the meaning intended)
LITERATURE	<ul style="list-style-type: none"> <li>• <u>Agreement with collective nouns</u>: singular (US) or singular/plural (UK) (Svartvik &amp; Leech 2006: 167; Murphy 2018: 74)</li> <li>• Grammar logic (subject-verb concord) vs meaning logic (Murphy 2018: 164)</li> <li>• Divergence ‘with the British increasingly saying <i>the team are</i> where Americans would say <i>the team is</i>’ (Murphy 2018: 270)</li> <li>• Whereas Britain seeks to be literary, America seeks to be literate (Murphy 2018: 253). In the spirit of the American Dream, Americans want a path to success and want help to achieve it, and the ‘best help is the help that is clear and simple’ (Murphy 2018: 253). For this reason, when it comes to language, Americans seem to prefer a ‘one-size-fits-all rule’, i.e. a prescriptive rule which does not take all the subtleties into account, but is easy to learn and remember instead (Murphy 2018). In other words, their mantra regarding language usage could be, as Murphy (2018: 255) puts it: ‘Easy to teach, easy to follow, a bit authoritarian’. As a result, Americans have opted for highly tractable rules, such as the <i>-ize</i> spelling which has been largely generalised<sup>95</sup>, or the grammar rule to consistently use a singular verb with collective nouns (e.g. <i>The team is...</i> rather than <i>The team are...</i>) (Murphy 2018).</li> <li>• Murphy (2018: 270) also puts forward the idea that ‘[t]he fear of Americanization has led British folk to misjudge their own language’, leading to influenced divergence, such as in the case for collective noun agreement, ‘with the British increasingly saying <i>the team are</i>’ in response to Americans opting for <i>the team is</i>.</li> </ul>	

## PRONUNCIATION

### 1. News: /nuz/ /nju:z/

Retrieved from Svartvik & Leech 2006: 96

SUBCATEGORY / PHENOMENON	/nuz/	/nju:z/
	yod-dropping	/j/ pronounced
OED	<b>Pronunciation:</b> <u>Brit.</u> /nju:z/, <u>U.S.</u> /n(j)uz/	
LITERATURE	<u>Yod-dropping</u> : [u] instead of [ju] ( <i>suit, news</i> ) American-like pronunciation found in several dialects of English, especially the Norfolk dialect which goes even further by yod-dropping in words where Americans do not ( <i>few, beautiful</i> ) (Murphy 2018: 285)	

<sup>95</sup> It should be kept in mind that some verbs always end in *-ise* regardless, e.g. *advertise, advise, compromise, rise, supervise, surprise* (Svartvik & Leech 2006: 155).

## 2. *Water*: /'wɒdə/ /'wɔ:tə/

Retrieved from Darragh 2000: 11

	/ 'wɒdə/	/ 'wɔ:tə/
SUBCATEGORY / PHENOMENON	-t- : tapping	-t- : clear /t/ (sometimes glottal stop)
OED	<b>Pronunciation:</b> <a href="#">Brit.</a> /'wɔ:tə/, <a href="#">U.S.</a> /'wɒdə/, /'wədə/	
LITERATURE	<ul style="list-style-type: none"> <li>/t/ between vowels: “voiced alveolar tap” [ɾ] (US) vs. clearer /t/ or, informally, a glottal stop [ʔ] (UK) (Murphy 2018: 65)               <ul style="list-style-type: none"> <li>Tapping is standard pronunciation in the US and is also to find ‘to a relatively small extent’ in the UK. But there is no particular evidence that it is due to Americanization: ‘making a consonant voiced (in this case <i>d</i>-like) in between vowels is the kind of thing that happens naturally in informal speech’ (Murphy 2018: 282)</li> <li>A 2015 study found ‘twice as many taps in older RP speakers than in teenage RP users, and again mostly in fast speech’ (Murphy 2018: 283)</li> <li>⇒ ‘Taps have been around for decades in such British contexts. If they were on the rise, we’d expect to hear lots from teens’ (Murphy 2018: 283)</li> <li>Instead, British /t/s are increasingly replaced by <u>glottal stops</u> in informal speech. Tapping increasingly used in reaction to glottal stops in upper-class British, but it cannot be considered as Americanization, as tapping has been found in East London for a long time and East London is the source of many current changes to southern British English (Murphy 2018: 283)</li> <li><i>t</i>-sound between vowels is pronounced more lightly and tends to sound like a quick /d/ (Svartvik &amp; Leech 2006: 164)</li> </ul> </li> </ul>	

## 3. *Docile*: /'dasəl/ /'dɒsəl/

Retrieved from Svartvik & Leech 2006: 164

	/ 'dasəl/	/ 'dɒsəl/
SUBCATEGORY / PHENOMENON	-ile : /əl/	-ile : /ɒl/
OED	<b>Pronunciation:</b> <a href="#">Brit.</a> /'dɒsəl/, /'dɒsəl/, <a href="#">U.S.</a> /'dasəl/	
LITERATURE	<i>-ile</i> syllable in adjectives, e.g. <i>agile</i> , <i>fertile</i> , <i>hostile</i> (Murphy 2018: 67) <ul style="list-style-type: none"> <li>Americans ‘more freely admit a dead schwa into <i>-ile</i> words such as <i>fragile</i>, <i>hostile</i>, and <i>mobile</i>’ (Bryson 2009: 82)</li> <li>GA reduced ‘schwa’ vowel in words like <i>docile</i>, <i>fertile</i>, <i>fragile</i>, <i>hostile</i>, <i>missile</i> (Svartvik &amp; Leech 2006: 164)</li> </ul>	

## 4. *Commentary*: /'kəmən, təri/ /'kɒmən, təri/

Retrieved from Svartvik & Leech 2006: 165

	/ 'kəmən, təri/	/ 'kɒmən, təri/
SUBCATEGORY / PHENOMENON	-tary : /təri/ (+ secondary stress on that syllable)	-tary : /təri/
OED	<b>Pronunciation:</b> /'kɒməntəri/	
WORDREFERENCE	UK: */'kɒməntəri/ US: /'kəmən, təri/	
LITERATURE	‘Americans have preserved English for some elements, such as pronouncing the /r/ in <i>farmer</i> and the /e/ in <i>secretary</i> ’ (Murphy 2018: 98)	

	<ul style="list-style-type: none"> <li>• <i>-ary/-ery/-ory</i>: GA full vowel with secondary stress vs RP reduced schwa vowel, or else not pronounced at all. (Svartvik &amp; Leech 2006: 165)</li> <li>• ‘The British are particularly good at lopping syllables off words’ while Americans ‘give full value to each syllable in words like <i>necessary</i>, <i>immediate</i>, <i>dignatory</i>, <i>lavatory</i>’ (Bryson 2009: 81–82)</li> </ul>
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## 5. *Advertisement*: /'ædvər, taɪzmənt/ /əd'vɜ:rtɪsmənt/

Retrieved from Svartvik & Leech 2006: 165

	/ 'ædvər, taɪzmənt/	/əd' vɜ:rtɪsmənt/
SUBCATEGORY / PHENOMENON	-i- : /aɪ/ + primary stress on the 1st syllable + secondary stress on the 3rd syllable	-i- : /ɪ/ + primary stress on the 2nd syllable
OED	<b>Pronunciation:</b> <a href="#">Brit.</a> /əd' vɜ:rtɪsm(ə)nt/, /əd' vɜ:rtɪzm(ə)nt/, <a href="#">U.S.</a> /'ædvər, taɪzm(ə)nt/, /əd' vɜ:dəzm(ə)nt/	
LITERATURE	<ul style="list-style-type: none"> <li>• <b>Rhoticity</b>: [r] pronounced after vowels (Murphy 2018: 65–66)             <ul style="list-style-type: none"> <li>○ Non-rhotic: much of England and Wales + <i>New England</i>, <i>metropolitan NY</i> and <i>the Southeast</i> <ul style="list-style-type: none"> <li>▪ ‘But while /r/ made its comeback in the US, the <i>r</i>-less pronunciation spread further west and north in England. If American English were influencing British English, we should hear more /r/s in England. But there is no indication here that the UK is looking to the US for its accent trends.’ (Murphy 2018: 282)</li> </ul> </li> <li>○ Rhotic: west of England, parts of Lancashire, Scotland, the US             <ul style="list-style-type: none"> <li>▪ ‘Over the course of the 20th century, the <i>r</i>-ful pronunciation has become the prestigious pronunciation in the US. Fewer and fewer New Yorkers, Southerners, and New Englanders leave off the /r/’ (Murphy 2018: 282)</li> <li>▪ GA retroflex r: the letter <i>r</i> is pronounced in all positions. (Svartvik &amp; Leech 2006: 163)</li> </ul> </li> </ul> </li> </ul>	

## 6. *Tomato*: /tə'meɪdoʊ/ /tə'mɑ:təʊ/

Retrieved from Murphy 2018: 66

	/tə'meɪdoʊ/	/tə'mɑ:təʊ/
SUBCATEGORY / PHENOMENON	-a- : /eɪ/ -t- : tapping -o- : /oʊ/	-a- : /ɑ:/ -t- : clear /t/ -o- : /əʊ/
OED	<b>Pronunciation:</b> <a href="#">Brit.</a> /tə'mɑ:təʊ/, <a href="#">U.S.</a> /tə'meɪdoʊ/, /tə'madoʊ/	

## 7. *Privacy*: /'praɪvəsi/ /'prɪvəsi/

Retrieved from Murphy 2018: 66

	/ 'praɪvəsi/	/ 'prɪvəsi/
SUBCATEGORY / PHENOMENON	-i- : /aɪ/	-i- : /ɪ/
OED	<b>Pronunciation:</b> <a href="#">Brit.</a> /'prɪvəsi/, /'praɪvəsi/, <a href="#">U.S.</a> /'praɪvəsi/	
LITERATURE	Different sounds and sound patterns (Murphy 2018: 66) <ul style="list-style-type: none"> <li>• <b>Privacy</b>: BrE /ɪ/ (also /aɪ/) or AmE /aɪ/             <ul style="list-style-type: none"> <li>○ British pronunciation converging with the American one</li> </ul> </li> </ul>	



	<ul style="list-style-type: none"> <li>○ /aɪ/ seen as American, but that pronunciation has long existed in the UK and was even the preferred pronunciation in the <i>OED</i> during the 20th century (comes from <i>private</i>, pronounced with /aɪ/) (Murphy 2018: 286)</li> </ul>
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**8. *Butter*: /'bədər/ /'bʌtə/**

Retrieved from Svartvik & Leech 2006: 96

	/ 'bədər/	/ 'bʌtə/
SUBCATEGORY / PHENOMENON	-u- : /ə/ -tt- : tapping -er : rhotic	-u- : /ʌ/ -tt- : clear /t/ (sometimes glottal stop) -er : non-rhotic
<i>OED</i>	<b>Pronunciation:</b> <a href="#">Brit.</a> /'bʌtə/, <a href="#">U.S.</a> /'bədər/	

**9. *Can't*: /kænt/ /kɑ:nt/**

Retrieved from Svartvik & Leech 2006: 163

	/kænt/	/kɑ:nt/
SUBCATEGORY / PHENOMENON	-a- : /æ/	-a- : /ɑ:/
<i>OED</i>	<b>Pronunciation:</b> <b>Inflections:</b> <i>can't</i> <a href="#">Brit.</a> /kɑ:nt/, <a href="#">U.S.</a> /kænt/	