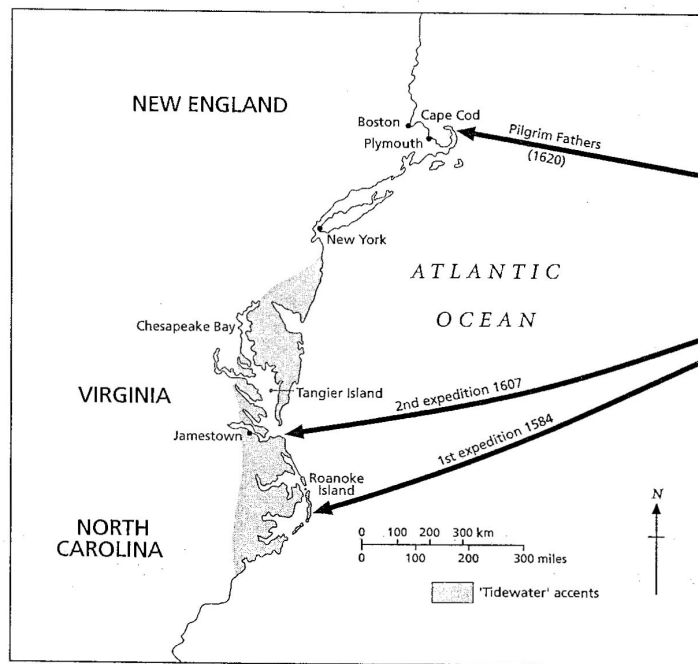


4 Varieties of English: the Inner circle II: Transatlantic Englishes (Standard American English, its dialects, and Canadian English)

The history of English in America and American English

Settlement patterns and the origins of the American dialects

- the question about the origins of the linguistic variation we find in the US can be answered in part by considering the history of settlement of the country by speakers of English
- the continental United States were settled by three main waves of English speakers:
 - settlers primarily from the southwest of England (the Chesapeake Bay Colony in 1607);
 - Puritans from East Anglia came to the Massachusetts Bay in 1620;
 - and Scots-Irish, Northern English, and Germans came to America through Philadelphia in large numbers beginning in the 18th century
- settlers then moved horizontally westward across the country from these three hearths, giving rise to the three main dialect areas in the United States, the South, the North, and the Midlands.
- the fourth area, the West, emerged as a mixture of features imported from the other three areas
- the particular linguistic variables on which these dialect divisions are based can in many cases be connected to dialect differences in the areas of England from which the various settlers came
- the original English-speaking settlers in New England, for example, came from East Anglia in the southeast of England, which in the seventeenth century (and still today) is non-rhotic, exhibiting intrusive R inside certain vowel sequences, as in *draw[r]ing* and John F. Kennedy's famous *Cuba[r] and China*
- the New England lengthening of a in words like *aunt* ("ahnt") and *bath* ("bahth") was also imported from the British dialect of East Anglia with broad *a*
- the first expedition from England to the New World in 1584 was commissioned by Sir Walter Raleigh, and proved to be a failure
- a group of explorers landed near Roanoke Island, in what is now North Carolina, and established a small settlement. Conflict with the native people followed, and it proved necessary for a ship to return to England for help and supplies
- by the time these arrived, in 1590, none of the original group of settlers could be found
- the mystery of their disappearance has never been solved



Early English-speaking settlement areas in America

- the history of American English can be divided into three periods:
 - colonial (1607-1776)
 - national (1776-1898)
 - international (1898-present)

Colonial period (1607-1776)

- the main dialect areas of the US can be traced to the four main migrations of English speaking people to America from the British Isles during the colonial period (1607-1775)
- the first permanent English settlement dates from 1607, when an expedition arrived in Chesapeake Bay
- the colonists called their settlement Jamestown (after James I) and the area Virginia (after the 'Virgin Queen', Elizabeth)
- further settlements quickly followed along the coast, and also on the nearby islands, such as Bermuda

1620-1640

- in November 1620, the first group of Puritans, thirty-five members of the English Separatist Church (religious dissenters fleeing oppression from Charles I fleeing East Anglia), arrived on the *Mayflower* in the company of sixty-seven other settlers
- prevented by storms from reaching Virginia, they landed at Cape Cod Bay, and established a settlement at what is now Plymouth, Massachusetts
- the extreme conservatism and nostalgia for England helped maintain this dialect while the language of East Anglia changed
- Puritans brought their distinctive *twang* (a sort of "flat sounding" nasal lengthening of vowels) to Massachusetts

- it was a successful settlement, and by 1640 about 25,000 immigrants had come to the area
- today the 16 million or so descendants of the Puritans and many of their neighbours speak some form of this East Anglia derived speech
- the New England dialect eventually influenced speech in many areas of the Northeast, from Main to Wisconsin, especially in the Chicago area
- unlike many other American regional dialects, New England speech was not affected significantly by any non-English language
- New York English, as a special variety of general New England speech, developed after the British took possession of the Dutch colony of Nieuw Amsterdam in 1664, leading to the rapid conversion of Dutch speakers to English
- Dutch left a strong phonetic substrate, however, which sets Brooklyn speech apart from other northern dialects

1642-1675

- the Royalists, also called Cavaliers, fled from the south and southwest England with their servants and settled in Virginia when the English Civil War against Charles I began
- Royalists later settled the Carolinas as well
- Southern English speech laid the foundation for the development of American Tidewater speech, or Coastal Southern English

1675-1725

- the Quakers, or Society of Friends, migrated from the north midlands of England and Wales to the Delaware valley
- their speech-ways - mixed with those of later German and Swedish immigrants - gave rise to the distinctive band of dialects spoken in parts of Pennsylvania and New Jersey

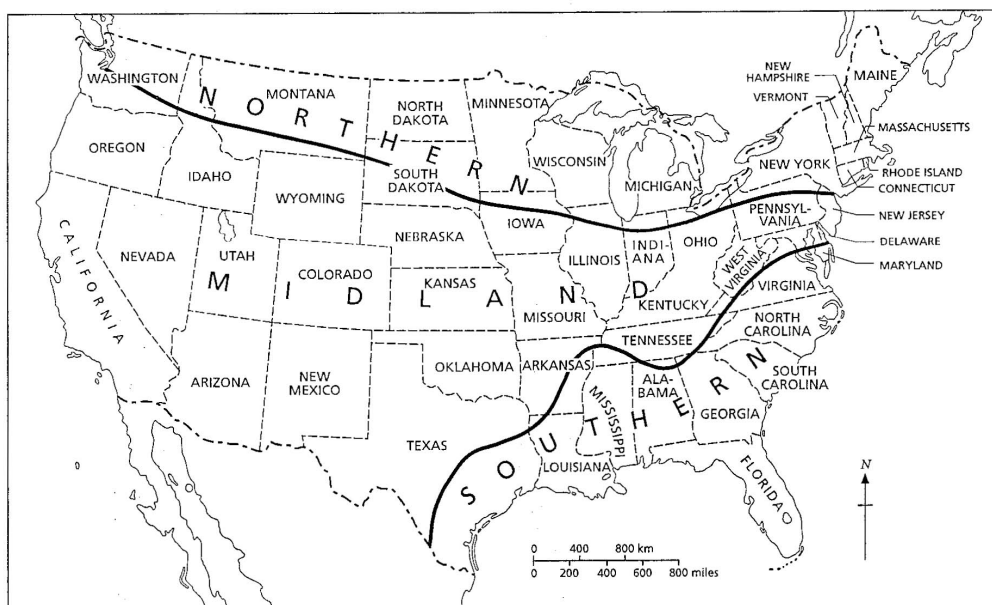
1718-1775

- English speakers left North Britain and Northern Ireland and settled in the Appalachian backcountry
- one island of early Scotch-Irish English speech was left behind and preserved during the push west: this special, archaic variety of English is known as Appalachian English (often dubbed “American Old English” or “American Anglo Saxon”)
- Appalachian English preserves many archaic features that date back to earlier stages in the development of English in Britain (e.g. the use of double negatives such as ‘*not nobody*’)

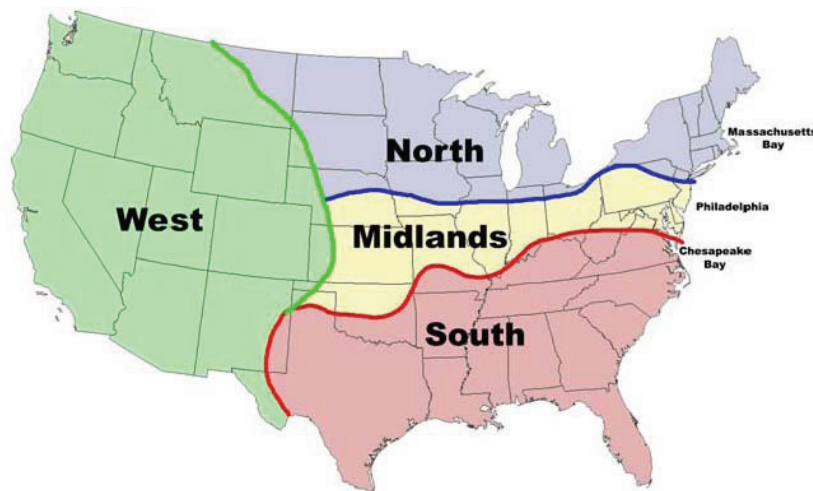
National period (1776-1898)

- English settlements along the Atlantic Coast during the seventeenth century provided the foundation for English as a permanent language in the New World, but the English of the American colonies was bound to become distinct from that of the motherland,
 - the Atlantic Ocean served as an effective barrier to oral communication between the colonists and those who stayed in England, ensuring that their speech would evolve in different directions
 - Americans also came into contact with Amerindians of several linguistic stocks, as well as French and Dutch speakers

- the settlers had come from various districts and social groups of England, so there was a homogenizing effect: those in a given colony came to talk more like one another and less like any particular community in England
- despite such changes, the norm of usage in the colonies remained that of the motherland until the American Revolution (1775-1783)
- thereafter American English was no longer a colonial variety of the English of London but had entered its national period
- political independence was soon followed by cultural independence, of which a notable founding Father was Noah Webster, who recognizing that the new nation needed a sense of linguistic identity, set out to provide dictionaries and textbooks for recording and teaching American English with American models
- the need Webster sought to fill was twofold: to help Americans realize they should no longer look to England for a standard of usage and to foster a reasonable degree of uniformity in American English
- Webster's dictionary, reader, grammar, and blue-backed speller were major forces for institutionalizing what he called Federal English
- after the Civil War the rapid and extensive move West of settlers from all dialect areas of the eastern US led to a leveling of eastern dialectal features and the creation of a more General American, or Middle American dialect
- people who are said to speak “without an accent” are actually speaking with this leveled-out form of speech that developed from the mid-Atlantic stretching westward through the Ohio valley
- most features of Standard American developed from a levelled mixture of dialects mostly from the poorer classes along the middle Atlantic seaboard who immigrated west after the American Revolution to find a better life
- the variety which emerged can now be heard all over the so-called Sunbelt (from Virginia to southern California), and is the accent most commonly associated with present-day American speech



Major dialect areas in the USA: Northern, Midland, Southern



- the nineteenth century saw a massive increase in American immigration, as people fled the results of revolution, poverty, and famine in Europe
- large numbers of Irish came following the potato famine in Ireland in the 1840s
- Germans and Italians came, escaping the consequences of the failed 1848 revolutions
- as the century wore on, there were increasing numbers of Central European Jews, especially fleeing from the pogroms of the 1880s
- it was not only England which influenced the directions that the English language was to take in America:
 - the Spanish had occupied large parts of the west and south-west
 - the French were present in the northern territories, around the St Lawrence River, and throughout the middle regions (French Louisiana) as far as the Gulf of Mexico
 - the Dutch were in New York (originally New Amsterdam) and the surrounding area
 - large numbers of Germans began to arrive at the end of the seventeenth century, settling mainly in Pennsylvania and its hinterland
 - in addition, there were increasing numbers of Africans entering the south, as a result of the slave trade, and this dramatically increased in the eighteenth century: a population of little more than 2,500 black slaves in 1700 had become about 100,000 by 1775, far outnumbering the southern whites

International (1898-present)

- in the first two decades of the 20th century, immigrants were entering the USA at an average of three-quarters of a million a year
- in 1900, the population was just over 75 million
- this total had doubled by 1950
- within one or two generations of arrival, most of these immigrant families had come to speak English, through a natural process of assimilation
- the result was a massive growth in mother-tongue use of English: according to the 1990 census, the number of people (over five years of age) who spoke only English at home had grown to over 198 million - 86 per cent of the population

A representative sample of the main dialect groups

The Northeast

- the two main linguistic spheres of influence in the area, Boston and New York City
- the two actually share a large number of linguistic features, such as pronouncing *can* ‘able’ differently than *can* ‘container’, and pronouncing *route* to rhyme with *moot* and *never* with *out*.
 - perhaps the most striking feature shared by these two areas is the behavior of [r]: it deletes when not followed by a vowel (*drawer* is pronounced *draw*), and conversely gets inserted between certain vowels (*drawing* comes out as *drawring*)
 - Bostonians and New Yorkers pronounce words like *hurry*, *Murray*, *furrow*, and *thorough* with the vowel of *hut*, whereas most other Americans use the vowel in *bird*.
 - while the first vowel in words like *orange* and *horrible*, which in most of the U.S. is the same as in *pore*, in Boston and New York it is closer to the vowel in *dog*

The New York City sphere of influence

- though New York shares many important features with Boston and other parts of the Northeast, it is also in many ways a linguistic island, undergoing little influence from the rest of the country and (despite the ubiquity of New York accents on TV and in movies) propagating almost none of its peculiarities to the outside world
- its lack of linguistic influence can be connected to its stigmatization: two surveys in 1950 and the 1990s found that Americans considered New York to have the worst speech in the country.
- among classic New Yorkisms:
 - the deletion of /h/ before u (e.g. *huge* is pronounced *yuge*, and *Houston* becomes *Youston*)
 - yod-dropping
 - /str/ → /ʃtr/ “district, street, stressed”
 - the rounding of *a* to an *o*-like vowel before *l* in words like *ball* and *call* (the same vowel also shows up in words like *water*, *talk*, and *dog*)
 - New Yorkers who don’t have a thick local accent may not have these particular features,
 - but they are sure to have other shibboleths like *stoop* (small front porch or steps in front of a house), *on line* instead of *in line* (e.g. *we stood on line outside the movie theater for three hours*),

Sample of New York speech

“Well, here’s a story for you: Sarah Perry was a veterinary **nurse** who had been working daily at an old zoo in a deserted district of the territory, so she was very happy to **start** a new job at a superb private practice in **north square** near the **Duke Street Tower**. That area was much nearer for her and more to her liking. Even so, on her first morning, she felt stressed. She ate a bowl of porridge, checked herself in the **mirror** and washed her **face** in a hurry. Then she put on a plain yellow dress and a **fleece** jacket, picked up her **kit** and headed for work. When she got there, there was a woman with a **goose** waiting for her. The woman gave Sarah an official letter from the vet. The letter implied that the animal could be suffering from a rare form of **foot** and **mouth** disease, which was surprising, because normally you would

only expect to see it in a dog or a **goat**. Sarah was sentimental, so this made her feel sorry for the beautiful bird.

Before long, that itchy goose began to **strut** around the office like a lunatic, which made an unsanitary mess. The goose's owner, Mary Harrison, kept calling, "**Comma**, Comma," which Sarah **thought** was an odd **choice** for a name. Comma was strong and huge, so it would take some **force** to **trap** her, but Sarah had a different idea. First, she tried gently stroking the goose's lower back with her **palm**, then singing a tune to her. Finally, she administered ether. Her efforts were not futile. In no time, the goose began to tire, so Sarah was able to hold onto Comma and give her a relaxing **bath**.

Once Sarah had managed to bathe the goose, she wiped her off with a **cloth** and laid her on her right side. Then Sarah confirmed the vet's diagnosis. Almost immediately, she remembered an effective treatment that required her to measure out a **lot** of medicine. Sarah warned that this course of treatment might be expensive—either five or six times the cost of penicillin. I can't imagine paying so much, but Mrs. Harrison—a millionaire lawyer—thought it was a fair **price** for a **cure**."

I was born a long time ago, and we, as kids, did not have what the kids have today. We had no video recorders. We had no-- certainly no computers, certainly no Play Stations, Ataris, or anything like that. We didn't even have remote-control cars or robots. So most of our days were spent on the streets. And on the streets, we had to make up a variety of different games to play. Some games included just what we called-- what you people in Chicago called as a pinkball, we people in New York called as a spaldeen [sp.?], which was a simple game of punchball. Other games required that same ball, but various—but a-- but of two various size of sticks. One game, you would only need two people, a pitcher and a catcher. Against another team of the same size, and you would (uh)—you would pitch fast to the batter, and he would try to obviously hit it and... The different distances meant whether it was a single, double or triple. Other forms of stickball, we had played actually on the street. Where you would have-- the length of a single, double or triple would be measured by the various sewers that were on the street. A third form of stickball was called "Off the Wall." In that game, you would throw the yellow—the pinkball, as you call it here, or a spaldeen, off the wall and the batter had to hit it either on the fly, off the wall, or on one bounce. That takes care of basic stickball games. Then we go on to what we would call a nice little game of football. But there again we had to play on the street. So, a typical play would be tell someone to go down, and then get behind the yellow Chevy, and you throw the ball to him that way-- the football that way. It was not a game where we had any width, because the streets were narrow. And we'd use the cars as blockers. Now, if you had absolutely no equipment with you, you could play a game called "Johnny on a Pony." This game gets a little rough. You would have one team, s-- where one person would stand flat up against the wall. And the various other members of this team would crouch down in front of him. The opposite team would run, and jump on that team that is bent over, and try to break them apart. Now, you could jump any way that you like. You could land wit' your knees, your elbows, and anything. The team that is crouching had to hold the other entire team on for approximately ten seconds. So that was a game like that. Now, getting back to the spaldee type of game... If you only had a spaldeen and then no stick, you could play various games. You could play stoopball, which you would-- you would (uh) stand in front of (uh) a set of stairs in front of a building. And you would throw the ball against the stoop. And again, depending on how far that ball went, again would depend on whether you got a single, double, or triple as well. The la-- another game would be curbball. There you would play at an intersection, where each corner of the intersection-- one would be first base, second base, and third base. And you would do-- and you would play that game as such.

Match the New Yorkisms with their SAE counterparts:

agita	to carry something bulky, heavy
pie	jeans
schlep	heartburn
dungarees	sub
bodega	woman's purse
pocketbook	liquor store/deli
hero	north
uptown	pizza

New England

- New England itself is divided by the Connecticut River into two linguistically distinct areas, Eastern and Western

Eastern New England: Boston

- the Boston pronunciation of *-ar-*, which generally comes out as something very similar to the Southern pronunciation of *-ay-* (Boston *park* sounds like Southern *pike*)
- the sequence *-or-* also has an interesting outcome in many words, being pronounced like the vowel in *off*; for instance, the Boston group LFO in their 1999 song “Summer Girls” rhymed *hornet* with *sonnet*.
- among the peculiarities in the domain of vocabulary,
 - a *package store* (or *packie* for short), a store where you can buy some alcohol, or
 - a *spa* (small independent convenience stores, equivalent to *party stores* in Michigan, where you buy cigarettes and lottery tickets)

Samples of Boston

“Well, here's a story for you: Sarah Perry was a veterinary **nurse** who had been working daily at an old zoo in a deserted district of the territory, so she was very happy to **start** a new job at a superb private practice in **north square** near the **Duke Street Tower**. That area was much nearer for her and more to her liking. Even so, on her first morning, she felt stressed. She ate a bowl of porridge, checked herself in the **mirror** and washed her **face** in a hurry. Then she put on a plain yellow dress and a **fleece** jacket, picked up her **kit** and headed for work. When she got there, there was a woman with a **goose** waiting for her. The woman gave Sarah an official **letter** from the vet. The letter implied that the animal could be suffering from a rare form of **foot** and **mouth** disease, which was surprising, because normally you would only expect to see it in a dog or a **goat**. Sarah was sentimental, so this made her feel sorry for the beautiful bird.

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So, my parents were both born in the Boston area. My mom is -- she's from Dorchester. She and her family grew up (um) a few streets down from where I live right now with my parents. And my dad (ah), he was born over in Everett, which is just a little bit north o' here.

(Um) I was born and raised in Dorchester. Technically, I was born in Quincy, but I've lived my entire life in Dorchester. I haven't spent any time outside of the Boston area. I've been to Europe probably once, but (uh) that's about it. And for (um)-- for high school-- I mean, when I was young I went to school in my neighborhood. I went to Catholic school, and then I went to private school in the suburbs, and that was different from -- from where I grew up, because... And that was really different from-- from where I grew up (um) just because people didn't live as close to each other and stuff.

(Um) Right now, I am gonna be a senior in college, and I am working on my thesis, and just getting ready to enjoy my last year.

In high school, my friends all lived in the suburbs, where I lived in the city, and that was different because (um) ... Everyone-- their houses were a lot bigger than mine was. They all lived in single-family houses and had big backyards, you know, with all kinds o' -- you know, dogs and cats, and, you know, that type of thing. And my neighborhood, it's basically, you know a lot of us live in two- or three-family houses. And, you know, it's a lot of people living right on top of each other. So it's different. (Um) But nice, I like it.

Also (um), what's different about living-- living in the city (um), as opposed to the suburbs, a lot of -- a lot of my friends who lived in the suburbs, their parents weren't from Massachusetts, whereas mine had grown up near me, and all of my aunts and uncles and cousins live, you know, within-- some of 'em even within the same block as me. (Um) So it's fun, you know, walkin' around, you know, runnin' into people. You know, I've been-- I've been-- I've been driving around in my neighborhood and definitely run into some of my younger cousins, (um) driving their bikes in the middle of the street. Almost hitting them, and then yelling at them for it. But yeah, that's family life in an urban neighborhood, I guess.

So, yeah, I was saying (um) about my accent. Even though I've-- I-- I've always lived basically the same house my whole life, (um) you know, I-- when I went to school to the suburbs and all that stuff, where I (um), I definitely, you know, I stuck out like a sore thumb. And so I-- You know, I still even-- You know it's weird now, you know, I definitely picked up (um), you know, a lot of the Rs and stuff like that. And, you know, even now, it's weird, 'cause I find myself when I'm in-- when I'm in-- talking to someone I don't really know, or if it's, you know, a person of authority or something like that, you know. Or if I'm addressing a group of people or something, I try really hard to use my Rs and all that stuff. You know, it's-- it's weird. It depends on the kind of person I'm around, you know, where they're from and stuff like that. (Um) and even like a couple years ago, you know, when I started dating my boyfriend (um), I spent so much time with him that (um) -- You know, he has a different accent, but he was convinced that I was picking up the accent that, you know, (uh) that he had in there for, you know, his-- his parents, and his family's accent as well. Sort of, you know, he thought it was like transmitted to me through him or something, but... Yeah.

Midlands

Pennsylvania

- Pennsylvania is unique among the fifty states in having a significant number of dialect features peculiar to it.
- some of these are due to the Pennsylvania Dutch presence in the region (*redd up* ‘clean up’, *gumband* ‘rubber band’ (cf. German *Gummi* ‘rubber’; now limited to parts of western PA), *toot* ‘bag’, *rootch* ‘scootch up (e.g. in a bed)’); the reasons for the restriction of other terms to Pennsylvania are less clear.

Sample of Pennsylvania AmE

When the sunlight strikes raindrops in the air, they act as a prism and form a rainbow. The rainbow is a division of white light into many beautiful colors. These take the shape of a long round arch, with its path high above, and its two ends apparently beyond the horizon. There is, according to legend, a boiling pot of gold at one end. People look, but no one ever finds it. When a man looks for something beyond his reach, his friends say he is looking for the pot of gold at the end of the rainbow. Throughout the centuries people have explained the rainbow in various ways. Some have accepted it as a miracle without physical explanation. To the Hebrews it was a token that there would be no more universal floods. The Greeks used to imagine that it was a sign from the gods to foretell war or heavy rain. The Norsemen considered the rainbow as a bridge over which the gods passed from earth to their home in the sky. Others have tried to explain the phenomenon physically. Aristotle thought that the rainbow was caused by reflection of the sun's rays by the rain. Since then physicists have found that it is not reflection, but refraction by the raindrops which causes the rainbows. Many complicated ideas about the rainbow have been formed. The difference in the rainbow depends considerably upon the size of the drops, and the width of the colored band increases as the size of the drops increases. The actual primary rainbow observed is said to be the effect of superimposition of a number of bows. If the red of the second bow falls upon the green of the first, the result is to give a bow with an abnormally wide yellow band, since red and green light when mixed form yellow. This is a very common type of bow, one showing mainly red and yellow, with little or no green or blue.

Well, I was born in Upper Darby actually, but I grew up in Havertown, which is right next to each other. I went to Penn State University in State College, Pennsylvania. I was a French major and a Business minor. I went back to school to Villanova University, in Villanova, Pennsylvania, which is also a suburb of Philadelphia -- and I took the train to get there -- um I guess in 1991 for my Master's Degree in Liberal Studies, where you take a selection of various courses, um from the Arts, the Humanities, and the Social Sciences.

Amtrak is a very very interesting place. They're about twenty years behind the times, which is okay, um because it's quite a challenge. Um but it's very interesting. Um it's an interesting industry, definitely different from banking. Um I've done a lot of neat stuff related to trains, like going into Centralized Train Control where they um track every single train on part of the North East Corridor. And all computerized, it's kind of like NASA: you go into this dark dark room, no windows. And in the front of the room there's a huge board that just has different colors on it that signify different things. Um and they just track the progress of the train, and it's so cool. Um if there's an accident or um like a c.. if a conductor can see something on the tracks ahead, you know, he calls into Centralized Train Control and they immediately alert y'know 911 and Fire and Police, and all that stuff, so that is kind of cool. And I got to go

on the high-speed rail locomotive [?showing me?] all the technology that we're using is from Europe: France, Spain, Germany, Sweden, Great Britain. Um they've all had y'know pretty sophisticated train systems and a lot of the countries have high-speed trains so, we are behind the times, but we'll be catching up soon.

Pittsburgh and its own distinctive dialect

- here the *aw*-sound is replaced by something approaching [ah], as in *dahntahn* for *down-town*;
- *ay* similarly loses its *y* in certain situations, as in *Pahrts* for *Pirates* and *Ahrn City* for *Iron City*
- the *o* in this region is very rounded in words like *shot*, and comes out sounding a lot like the New York vowel in *ball*
- it is also popular to delete the *th*- at the beginning of unstressed words in certain collocations, such as *up 'ere* (for *up there*), *like 'at*, and *'n 'at* (for *and that*, which western Pennsylvanians are fond of ending sentences with)
- in terms of vocabulary Pittsburgh and environs have some real whoppers, such as
 - *yins* or *you 'uns*, used to address a group of two or more people;
 - *jagoff* meaning 'a jerk or loser' (shared with Chicagoland);
 - *jumbo* 'bologna sandwich'; and
 - *slippy* 'slippery'.

Cincinnati

- Cincinnati is one of the better representatives of the Midlands dialect region.
- here instead of inserting *r*, as we saw in Boston and New York, they insert *l*: *saw* comes out as *sawl*, *drawing* as *drawingl*, and so on
- in the Cincinnati area one can also find drive-through liquor stores (and for some people, regular liquor stores) referred to as *pony kegs* (elsewhere in the U.S., on the other hand, *pony keg* usually refers to small keg)

Sample of Cincinnati AmE

*"Well, here's a story for you: Sarah Perry was a veterinary **nurse** who had been working daily at an old zoo in a deserted district of the territory, so she was very happy to **start** a new job at a superb private practice in **north square** near the **Duke Street Tower**. That area was much nearer for her and more to her liking. Even so, on her first morning, she felt stressed. She ate a bowl of porridge, checked herself in the **mirror** and washed her **face** in a hurry. Then she put on a plain yellow dress and a **fleece** jacket, picked up her **kit** and headed for work. When she got there, there was a woman with a **goose** waiting for her. The woman gave Sarah an official **letter** from the vet. The letter implied that the animal could be suffering from a rare form of **foot** and **mouth** disease, which was surprising, because normally you would only expect to see it in a dog or a **goat**. Sarah was sentimental, so this made her feel sorry for the beautiful bird.*

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*Her efforts were not futile. In no time, the goose began to tire, so Sarah was able to hold onto Comma and give her a relaxing **bath**.*

*Once Sarah had managed to bathe the goose, she wiped her off with a **cloth** and laid her on her right side. Then Sarah confirmed the vet's diagnosis. Almost immediately, she remembered an effective treatment that required her to measure out a **lot** of medicine. Sarah warned that this course of treatment might be expensive—either five or six times the cost of penicillin. I can't imagine paying so much, but Mrs. Harrison—a millionaire lawyer—thought it was a fair **price** for a **cure**."*

Cincinnati is big. It's bigger than any city I've ever been to (um) or lived in. I know, there's lotsa hicks in Cincinnati too. An' my first house, that I was born at, there was a pig farm, down the road, an' it stunk real bad. And (uh)-- an' then (uh) I moved, an' then we moved again, in Cincinnati. And-- an' then I moved to the inner city, an' that was-- That was fine, until the riots broke out. An' I wasn't livin' there when that happened, but my sister was and (uh)... I dunno. Ev'rybody's car got smashed and (uh) ev'rything like that. Y' know, it was a bad time. That was, like, y' know, last year. Las' March. Well, I went to pre-school, so that was the first one. That was, like, y' know, the YMCA or whatever. An' then my mom made me go to Kindergarten with her, even though I wasn't s'posed to be in Kindergarten yet. An' my friends were all _____ at the school an' _____. That's about the only thing I remember. [Giggling] An' then (um) I went to another place, called Wilson and (um)... They-- I dunno. I went there, an' then I had to go back to my mom's school 'cause she wanted me to have Catholic background. But I hated it an' so I went back to the public school. (Uh) I went to high school, and I didn't like high school. And so I left Cincinnati. I worked at Domino's. [Interviewer: For how long?] An'-- Oh, on an' off, for a year or two. I delivered pizzas. Yup-- that wasn't fun. Nah. I worked at a vet. An' that wasn't fun. That was a really gross job. [Interviewer: What'd you do?] I cleaned up. Well, I could tell you the grossest thing about the vet. [Interviewer: Okay.] Well, there were two gro-- two grossest parts. Three, okay. First one is when you put the animals to sleep, they crap an' pee all over themselves an' ev'rything. An' then you have to put 'em in a bag, an' then you ha' put a tag on it, an' then put 'em in the freezer in the bag till the people come an' get 'em. It's really gross. [Laughing] An' then, the second grossest thing is (um) this tumor that I had-- they took it off a dog an' (uh)-- It was about as big as, like, a gallon of milk. It was-- an' I had to pick it up with this other girl. We just took all these, like, utensils with it, an' carry it and put it in a bag and put it into the freezer, 'cause the bio-hazard people come an' take all that stuff away. Third grossest thing is (um)-- was-- when they would do, like, abortions on cats, an' dogs, an' they'd be-- all be in their, like, sacs an' stuff. An' you'd have to put those in a bag too. An' then there's the stool samples y' had to mix up the stuff. Yeah, that was really gross.

The West

- on the West Coast it is more difficult to find hardcore traditional dialects, largely because the West was settled relatively recently, and by individuals from a wide variety of different locales;
- one is hard-pressed to find any Californian (or other Westerner) whose family has been there for more than two generations
- perhaps the best place to start is the San Fernando Valley of California
- to determine whether someone's from northern or southern California, one should check if they use *hella* or *hecka* to mean 'very' (e.g. *that party was hella cool*; characteristic of northern California), and if they refer to freeway numbers with or without "the" before

them (Southern Californians refer to “the 5”, “the 405”, and so on, whereas northern Californians just use “5” and “405”)

California: The San Fernando Valley

- the San Fernando Valley (colloquially known as “The Valley” by Angelenos), an urbanized valley located in the Los Angeles metropolitan area of southern California, is home to almost 2 million people
- more than half of the land area of the city of Los Angeles lies within the San Fernando Valley
- some of lexical features of this dialect are now ubiquitous throughout the U.S., such as *totally*, *whatever*, *sooo X* (as in “that” so like 5 years ago”), and the use of *like* to report indirect speech or state of mind (I was like, “no way!”).
- others are still used in the area but have yet to infiltrate the rest of the country, such as *flip a bitch* or *bust a bitch* for ‘make a U-turn’, and *bag on* in the sense of ‘make fun of, diss’.

Sample of Valley dialect

When the sunlight strikes raindrops in the air, they act as a prism and form a rainbow. The rainbow is a division of white light into many beautiful colors. These take the shape of a long round arch, with its path high above, and its two ends apparently beyond the horizon. There is, according to legend, a boiling pot of gold at one end. People look, but no one ever finds it. When a man looks for something beyond his reach, his friends say he is looking for the pot of gold at the end of the rainbow. Throughout the centuries people have explained the rainbow in various ways. Some have accepted it as a miracle without physical explanation. To the Hebrews it was a token that there would be no more universal floods. The Greeks used to imagine that it was a sign from the gods to foretell war or heavy rain. The Norsemen considered the rainbow as a bridge over which the gods passed from earth to their home in the sky. Others have tried to explain the phenomenon physically. Aristotle thought that the rainbow was caused by reflection of the sun's rays by the rain. Since then physicists have found that it is not reflection, but refraction by the raindrops which causes the rainbows. Many complicated ideas about the rainbow have been formed. The difference in the rainbow depends considerably upon the size of the drops, and the width of the colored band increases as the size of the drops increases. The actual primary rainbow observed is said to be the effect of superimposition of a number of bows. If the red of the second bow falls upon the green of the first, the result is to give a bow with an abnormally wide yellow band, since red and green light when mixed form yellow. This is a very common type of bow, one showing mainly red and yellow, with little or no green or blue.

...valley girl, like, totally for her. And I, yeah I grew up in, like, Canoga Park, which is, um, kinda like, near, like, Woodland Hills and stuff, (voice unclear) like, near Topanga Canyon. And I have this older brother, and he's wonderful. I...actually, just this past summer we became, like, best friends. But we've always like hated each other. He's, um, 25 and I'm 20. He'd sit on my face and fart and it smelled like rotten corn. And he would, pin me down and hock loogies, you know, and like suck 'em back up right before they hit my face. And, ah, he, ah, he used to tell me about this old lady that would come and take me away if I was bad, or if I wasn't nice to him or something. And, um, so one day he dressed up in, um, old lady clothes. And he had this gray wig. He was...I was like four, so he was like nine or ten or something. And, um, he dressed up like this old lady and he knocked on the front door. Like he went out

*the back door and he came around to the front door and he knocked. And my nanny opened the door and, like, I just saw him and, like, freaked out and ran away. But the best story of all is: we had just moved into a new house, um, in, like, West Hills, which is kind of, like, nicer than Canoga Park, so it was like a big deal. And, um, and I came home from school one day and he had this, like, crazy room. Like, he was, like, kind of a fucked-up kid. He was, like, doing a lot of drugs at a really young age. And, like, his walls were painted with, like, demons. He's an incredible artist. So, like the walls had, like, just these amazing murals of these, like, really evil demons all over them. And, like, the inside of cassette tapes were stapled all over the ceiling. So there was just, like, black stringy stuff, like, hanging down from the ceiling all over. And, like, um, just everything was, like, black and dark and evil looking. And he had, like, a board with, like, black widows painted all over it that he'd caught and pinned while they were still alive. So he'd taken...my grandpa had made me this beautiful wooden cradle and given me a baby doll to put inside the cradle—and my grandpa was dead now. And my brother took that baby doll and he set it on...wait, he nailed it to a wooden cross he built, like, he nailed it upside down to a wooden cross and set it on fire, and hung it on the wall in his room. And I came home from school and he was like...and I was probably like five so he was like ten. Oh my God! (laughs) Oh my God, this is so horrible. I got home from school and he's, like, "Trisha! Guess what I did to your doll. It's so cool. You're gonna love it!" And he was serious. And I was like, "Okay, what did you do?" And I, like, follow him into, like, the bedroom and, um...maybe I, maybe he was twelve and I was seven...that sounds, like, more right. Um, so I follow him into his bedroom, which I was always really scared to go in his bedroom anyway. So, like, I would stick close by his side. And, ah, and I see this doll, like, hanging on upside down crucifix, like, burnt to a crisp hanging above his bed and I flipped out. Like, I was screaming and crying and, like *makes sobbing sound*. And I took it to my mom and my mom, like, took it off the crucifix and she was like, "There, you have your doll back." And I was like. "What?!?" Like, its hair was, like, burnt and, like, melted 'cause it had, like, that, you know, like, plastic hair. It was awful. I was so upset.*

The South

- perhaps the most linguistically distinct and coherent area in the United States
- the South as a whole differs from the rest of the country in pronouncing *lawyer* as *law-yer*,

Louisiana

Sample of Louisiana AmE

Now we... we have... let's see... our... our travel plans in Britain before we, you know, before we have to go back include err... Devon which I guess is in the South and a weekend trip to Wales, the Southern Wales, to... around the... the Wye and the Severn, and then we're... we're playing with the idea of going to the Island of Skye, but taking a train all the way up and then maybe taking our bikes.

- Louisiana is famous for the Cajuns, a local group descended from the Acadians, French people who were exiled from Nova Scotia and settled in southern Louisiana in the 1760s some Cajuns still speak their own special creole, Cajun French, and this in turn has influenced the English dialect of the region, as can be seen in local expressions such as:
 - *by my house* for 'in/at my place' (e.g. *he slept by my house last night*), which is claimed to be based on French terms *chez moi*;

- *make dodo* meaning ‘to sleep’, based on Cajun French *fais do do*;
- *make groceries* ‘do grocery shopping’, cf. French *faire le marché*;
- *lagniappe*, French for ‘a little something extra’, e.g. when your butcher gives you a pound and two ounces of hot sausage but only charges you for a pound
- some of the creole elements that have made their way into the local English dialect may be of African rather than French origin, such as *where ya stay (at)?* meaning ‘where do you live?’, and *gumbo*, referring to a traditional southern soup-like dish, made with a rich roux (flour and butter) and usually including either sea food or sausage
- the New Orleans dialect of English also includes words drawn from other sources, such as
 - *yat* (a typical neighborhood New Orleanian, Yat is a unique collection of dialects of English spoken in New Orleans, Louisiana; the term also refers to those people who speak with a Yat accent. The name comes from the common use amongst said people of the greeting, *Where y'at?* (Where you at?), which is a way of asking, *How are you?*),
 - *neutral ground* (the grassy or cement strip in the middle of the road),
 - *po boy* (basically a sub sandwich, though it can include fried oysters and other seafood and may be *dressed*, i.e. include lettuce, tomatoes, pickles, and mayonnaise),
 - *hickey* (a knot or bump you get on your head when you bump or injure it),
 - and *alligator pear* (an avocado)

What do you think the following Cajun expressions mean?

- 1 Speed up the TV!
- 2 Slow the TV!
- 3 Alors pas!
- 4 Dit mon la verité!
- 5 My eye/foot!
- 6 Mo chagren!
- 7 Leave your little brother alone. Don't make him the misere!
- 8 Pass a mop/vacuum
- 9 Up the bayou

Differences between American English (Standard American English/General American) and British English

Phonological differences

- some of the differences are systematic, while some concern only the pronunciation of individual words

Most conspicuous systematic differences

- GAm is rhotic while RP is non-rhotic; that is, R is only pronounced in RP when it is immediately followed by a vowel

- where GAm has [ɹ] before a consonant, RP either has nothing (if the preceding vowel is [ɔ:] or [ɑ:], as in *bore* and *bar*) or has a schwa instead (the resulting sequences are centring diphthongs or triphthongs)
- similarly, where GAm has r-coloured vowels ([æ̃] or [ɜ̃], as in *cupboard* or *bird*), RP has plain vowels [ə] or [ɜ:]
- however many British accents, especially in Scotland and the West Country, are rhotic, and some American accents, such as the traditional Boston accent, are non-rhotic
- GAm is becoming more neutral with respect to vowels, i.e. it has fewer vowel distinctions
 - before intervocalic [ɹ] than RP; for many GAm speakers, unlike RP, *merry*, *marry* and *Mary* are homonyms; *mirror* rhymes with *nearer*, and *furry* rhymes with *hurry*
 - however, some eastern American accents, such as the Boston accent, have the same distinctions as in RP
 - RP has three open back vowels, where GAm has only two or even one: most GAm speakers use the same vowel for RP "short O" [ɒ] as for RP "broad A" [ɑ:] (the father-bothmer merger); many also use the same vowel for these as for RP [ɔ:] (the cot-caught merger).
- in GAm, flapping is common: when either a /t/ or a /d/ occurs between a sonorant phoneme and an unstressed vowel phoneme, it is realized as an alveolar-flap allophone [ɾ]
 - this sounds like a /d/ to RP speakers, although many GAm speakers distinguish the two phonemes by aspirating /t/ in this environment, especially after [ɪ] or ([eɪ] (thus *bitter* and *rated* are distinguishable from *bidder* and *raided*)
- yod-dropping occurs in GAm after [t], [d], [θ], [s], [z], [n], [l]; i.e. historic [ju:] (from spellings *u*, *ue*, *eu*, *ew*), is pronounced [u:] in a stressed syllable
- in contrast, RP speakers:
 - always retain [j] after [n]: e.g. *new* is RP [nju:], GAm [nu:];
 - retain or coalesce it after [t], [d]: e.g. *due* is RP [dju:] or [dʒu:], GAm [du:];
 - retain or drop it after [θ], [l]: e.g. *allude* is RP [ə'lju:d] or (as GAm) [ə'lu:d]
 - retain, coalesce or drop it after [s], [z]: e.g. *assume* is RP [ə'sju:m] or [ə'fju:m], or (as GAm) [ə'su:m]
 - in some words where [j] has been coalesced in GAm, it may be retained in RP: e.g. *issue* is RP ['ɪsju:] or (as GAm) ['ɪfu:]

Random differences

- stress differences, although minor, stand out
- in BrE the stress is on the first vowel in *ballet*, *cafe* (& other borrowed French words), in American it is on the second

BrE AmE words with relevant syllable stressed in each dialect

1st	2nd	caffeine, cannot, casein, Kathleen, Suez, communal, escalope, omega, paprika, patina, subaltern, stalactite, stalagmite, Thanksgiving, transference, aristocrat,
-----	-----	--

		kilometre
2nd	1st	defense (sport), guffaw, ice cream, mama, papa, pretense, princess, Canton, Augustine, Bushido, Ghanaian, LofotenB, marshmallow, patronal, spread-eagle, controversy, formidable, hospitable, miscellany, predicative, saxophonist, submariner, capillary, catenary, corollary, fritillary, medullary
1st	3rd	Parmesan, partisan, premature, opportune, carburet(t)or
3rd	1st	margarine, Pyrenees
2nd	3rd	advertisement
3rd	2nd	arytenoid, oregano, obscurantist

- although there are relatively few words pronounced completely differently, many are well known
- the following list shows some of these, but the examples are not restrictive – *leisure* is pronounced both *leezhure* and *lezhure* in the US, but *leezhure* is prevalent

word	US	UK
aluminium	aluminum	aluminium
apricot	a-pricot	ay-pricot
β	bayda	beeta
charade	char-ay-d	char-ah-d
cordial	corjul	cordee-al
fillet	filay	filit
herb	'erb	herb
leisure	leezhure	lezhure
lever	l-e-ver	leever
privacy	pry-vacy	priv-acy
route	rout	root
schedule	skedule	shedule
semi	sem-eye	sem-ee
tomato	tom-ay-do	tom-ah-to
vase	vayz	vahz
vitamin	vie-tamin	vit-amin

Spelling differences

- American and British English spelling differences are one aspect of American and British English differences
- in the early 18th century, English spelling was not standardised
- different standards became noticeable after the publishing of influential dictionaries
- current British English spellings follow, for the most part, those of Samuel Johnson's *Dictionary of the English Language* (1755)
- many of the now characteristic American English spellings were introduced, although often not created, by Noah Webster (*An American Dictionary of the English Language* (1828)).
- Webster was a strong proponent of spelling reform for reasons both philological and nationalistic.

- while in many cases American English deviated in the 19th century from mainstream British spelling, on the other hand it has also often retained older forms.
- according to Bauer (2002: 61), given just the two varieties, we have the following possible cases:
 - both varieties spell a word the same way: *cat*.
 - the two varieties spell a word in different ways: *honor/honour*.
 - American English allows either of two spellings for a word, British English allows only one: *ax/axe*.
 - British English allows either of two spellings for a word, American English allows only one: *generalise/generalize*.
 - both varieties allow variation in spelling for a word (though possibly not in the same proportions): *judgment/judgement*.

Lexical distributional differences

- by ‘lexical distributional differences’ we refer to differences which affect a single lexical item (or word) and where the difference is not part of a general pattern

<i>Spelling 1</i>	<i>Spelling 2</i>	<i>US</i>	<i>GB</i>	<i>CDN</i>	<i>Comment</i>
artifact	artefact	1	1, 2	1	
ax	axe	1, 2	2	2	
check	cheque	1	2	2	
curb	kerb	1	2	1	
disk	disc	1, 2	1, 2	1, 2	Computer disks are universally spelt with a <k>. The meaning of ‘record’ or ‘CD’ is usually spelt with <c> in Britain, but <k> in the US and Canada.
draft	draught	1	2	1	<i>draft a letter</i> is so spelt everywhere; other kinds of <i>draught</i> vary.
gray	grey	1, 2	2	2	
jail	gaol	1	1, 2	1	
mustache	moustache	1, 2	2	2	
net	nett	1	1	1	<i>nett</i> is a conservative norm, still used in Australasia.
pajamas	pyjamas	1	2	1, 2	
plow	plough	1	2	1, 2	
skeptic	sceptic	1	2	1, 2	
story	storey	1	2	2	
sulfur	sulphur	1, 2	2	2	
tire	tyre	1	2	1	
wagon	waggon	1	1, 2	1	Australasian usage seems to prefer variant 1.

Figure 5.1 Lexical spelling mismatches in British, US and Canadian English

Systematic spelling variation

<ise>/<ize>

- there is a common misapprehension that *-ize* (and *-ization*) is American, while *-ise* (and *-isation*) is British
- Oxford University Press continues to prefer *-ize* for its house style, and many British publishers allow either
- American and Canadian publishers restrict themselves to *-ize*

- Australian and New Zealand publishers tend to use *-ise* rather more consistently than their British counterparts, with <z> spellings usually being a sign of learned or scientific writing in those varieties
- prescriptive statements on the matter (for example Weiner and Hawkins 1984) say that the <z> spelling may be used only in the *-ize* suffix, derived from Greek, and that words like *supervise* (from Latin), *surprise* (from French) and *merchandise* (from French) cannot take the <z> spellings.
- however, of these, only *supervise* is not listed with a <z> in American dictionaries, and even that can be found spelt with a <z> on the internet

<our>/<or>

- one of the ways in which Webster fixed American spelling was in making it standard to have no unnecessary <u> in words like *colour* and *honour*.
- this remains a good means of telling the two varieties apart: outside proper names from the other system, British writers very rarely omit the <u>, and US writers rarely include it

<re>/<er>

- the use of <er> and the end of words like *centre* and *theatre* is another of Webster's pieces of standardisation, and again a valuable one for distinguishing British and US writings

Consonant doubling

- if you add a suffix to a verb like *travel* in British English, you usually double the <l>, to give *travelled*, *travelling*, *traveller*
- Americans double the <l> only if the vowel immediately preceding the <l> carries stress: *compelling* but *traveling*
- the exception is *woollen/woolen*, where the single <l> spelling in US English is (despite what has just been said) regular: although it is at the end of a stressed syllable, that syllable contains a vowel sound written with two vowel letters, and should thus work like *beaten*.
- while this distinction is most noticeable with the letter <l> it also applies to other letters, though not necessarily so consistently:
- Americans can write either *kidnaping* or *kidnapping*, either *worshiping* or *worshipping*, and everybody writes *handicapped* but *paralleled*
- with the words *biassed* and *focussed*, everyone now prefers the single <s> variant, which follows the US rules, although the <ss> variants are still used in Britain
- in a few words with final stress, usage in Britain tends to prefer a single <l> (which still gets doubled when an affix is added) while in the USA the double <ll> is preferred: *distil(l)*, *enrol(l)*, *enthral(l)*, *extol(l)*, *fulfil(l)*, *instil(l)*

<ce>/<se>

- there are two distinct sets of words where the difference between an <s> and a <c> becomes significant
- the first concerns words which are viewed as parallel to *advice* and *advise*: here the noun has a <c> where the verb has an <s>.
- *Practice* and *practise* are treated in British English as though they are differentiated in the same way (despite the fact that there is no parallel difference in pronunciation)
- in the USA both are spelt with a <c>

- the distinction between *licence* and *license* is treated in the same way in British English, while the two are again spelt the same way in the USA, but this time both with an <s>.
- the second set of words contains only nouns such as *offence/offense*, *defence/defense*, *pretence/pretense*
- here only the <c> variant is used in Britain, while the <s> variant is preferred in the USA.

<ae> and <oe>

when <ae> and <oe> are pronounced /i:/ (sometimes /e/), the usual US practice is to spell them with <e>

thus we find variation in words such as *encyclop(a)edia*, *f(a)eces*, *h(a)emoglobin*, *medi(a)eval* and in *diarrh(o)ea*, *f(o)etid*, *f(o)etus*, *(o)estrogen*

it is hard to give a general statement for these words: many are changing in Britain and the southern hemisphere to the American spellings, but the change is not equally rapid for all: *encyclopedia* is often seen spelt thus even in British-influenced territories, while *oestrogen* is more likely to maintain the classical spelling

<y> or <i>

- there are a number of words where a <y> is preferred in British spelling, while an <i> is permitted in US spelling
- the words include *cypher/cipher*, *gypsy/gipsy*, *pygmy/pigmy*, *sylvan/silvan*, *syphon/siphon* and
- *syrup/sirup*
- most of these words are so rare that actual usage is difficult to gauge, but it seems to vary from item to item, and to be slightly inconsistent on both sides of the Atlantic

<x> or <ct>

- there are a few words like *connexion/connection*, *inflexion/inflection* where there is variation between <x> and <ct>.
- both spellings are found in all varieties of English, but with a preference for the <ct> variant in all, and <x> being particularly rare in the US and Australia
- given the existence of words like *collection* with only one spelling, the <x> variant seems likely to continue to get rarer

The following words are spelled in British English - write the American spelling:

The American spelling of tonight can be _____.

The American spelling of colour is _____.

The American spelling of grey is _____.

The American spelling of cheque is _____.

The American spelling of metre is _____.

The American spelling of theatre is _____.

The American spelling of programme is _____.

The American spelling of defence is _____.

The American spelling of licence is _____.

The rather unnatural sentence below has been concocted to illustrate a number of points of orthographic variability. Identify the points in question. If you change them one at a time, do you end up with a sentence which could have been produced by a consistent writer, or do some spellings imply others?

I like to fantasise that someone does me the sizeable honour of providing me with a travelling scholarship to visit the Centre for Gypsy Studies.

Grammatical differences

Formal and notional agreement

- in BrE, collective nouns can take either singular (*formal agreement*) or plural (*notional agreement*) verb forms, according to whether the emphasis is, respectively, on the body as a whole or on the individual members; compare *a committee was appointed ...* with *the committee were unable to agree ...*
- in GA, these are normally construed as singulars

Verb forms and constructions

- the past tense and past participle of the verbs *learn*, *spoil*, *spell* (only in the word-related sense), *burn*, *dream*, *smell*, *spill*, *leap*, and others, can be either irregular (*learnt*, *spoilt*, etc.) or regular (*learned*, *spoiled*, etc.)
- BrE allows both irregular and regular forms, but the irregular forms tend to be used more often by the British (especially by speakers using Received Pronunciation), and in some cases (*learnt*, *smelt*, *leapt*) there is still a strong tendency to use them;
- in other cases (for example, *dreamed*), in current British usage, the regular form is more common
- the forms with *-ed* are preferred by many careful writers of English since they are regular verbs
- AmE further allows other irregular verbs, such as *dive* (*dove*) or *sneak* (*snuck*), and often mixes the past tense and past participle forms (*spring–sprang* (U.S. also *sprung–sprung*), sometimes forcing verbs such as *shrink* (*shrank–shrunk*) to have a further form, thus *shrunk–shrunk*).
- *dove* and *snuck* are usually considered nonstandard in Britain, although *dove* exists in some British dialects and *snuck* is occasionally found in British speech
- by extension of the irregular verb pattern, verbs with irregular preterites in some variants of colloquial AmE also have a separate past participle, for example, "to buy": past tense *bought* spawns *boughten*
- BrE uses the present perfect tense to talk about an event in the recent past and with the words *already*, *just* and *yet*, while in American usage, these meanings can be expressed with the simple past. This American style has become widespread only in the past 20 to 30 years; the British style is still in common use as well.
 - "I've just got home." / "I just got home."
 - "I've already eaten." / "I already ate."
 (Recently the American use of *just* with simple past has made inroads into BrE, most visibly in advertising slogans and headlines such as "Cable broadband just got faster".)
- Similarly, the past perfect is occasionally replaced by the past in the U.S;

- in BrE, *have got* or *have* can be used for possession and *have got to* and *have to* can be used for the modal of necessity
- The subjunctive mood is regularly used in AmE in mandative clauses (as in *They suggested that he apply for the job*), in BrE, this usage declined in the 20th century, in favour of constructions such as *They suggested that he should apply for the job* (or even, more ambiguously, *They suggested that he applied for the job*), but the mandative subjunctive has recently started to come back into use in BrE
- the following verbs show differences in transitivity between BrE and AmE:
 - *agree*: Transitive or intransitive in BrE, usually intransitive in AmE (*agree a contract/agree to or on a contract*). However, in formal AmE legal writing one often sees constructions like *as may be agreed between the parties* (rather than *as may be agreed to between the parties*).
 - *catch up* ("to reach and overtake"): Transitive or intransitive in BrE, strictly intransitive in AmE (*to catch sb up/to catch up with sb*).
 - *cater* ("to provide food and service"): Intransitive in BrE, transitive in AmE (*to cater for a banquet/to cater a banquet*).
 - *claim*: Sometimes intransitive in BrE (used with *for*), strictly transitive in AmE.
 - *meet*: AmE uses intransitively *meet* followed by *with* to mean "to have a meeting with", as for business purposes (*Yesterday we met with the CEO*), and reserves transitive *meet* for the meanings "to be introduced to" (*I want you to meet the CEO; she's such a fine lady*), "to come together with (someone, somewhere)" (*Meet the CEO at the train station*), and "to have a casual encounter with". BrE uses transitive *meet* also to mean "to have a meeting with"; the construction *meet with*, which actually dates back to Middle English, appears to be coming back into use in Britain, despite some commentators who preferred to avoid confusion with *meet with* meaning "receive, undergo" (*the proposal was met with disapproval*). The construction *meet up with* (as in *to meet up with someone*), which originated in the U.S., has long been standard in both dialects.
 - *provide*: Strictly monotransitive in BrE, monotransitive or ditransitive in AmE (*provide sb with sth/provide sb sth*).
 - *protest*: In sense "oppose", intransitive in BrE, transitive in AmE (*The workers protested against the decision/The workers protested the decision*). The intransitive *protest against* in AmE means "to hold or participate in a demonstration against". The older sense "proclaim" is always transitive (*protest one's innocence*).
 - *write*: In BrE, the indirect object of this verb usually requires the preposition *to*, for example, *I'll write to my MP* or *I'll write to her* (although it is not required in some situations, for example when an indirect object pronoun comes before a direct object noun, for example, *I'll write her a letter*). In AmE, *write* can be used monotransitively (*I'll write my congressman; I'll write him*).

Presence or absence of syntactic elements

- where a statement of intention involves two separate activities, it is acceptable for speakers of AmE to use *to go* plus bare infinitive. Speakers of BrE would instead use *to go and* plus bare infinitive: thus where a speaker of AmE might say "I'll go take a bath", BrE speakers would say "I'll go *and* have a bath". (Both can also use the form *to go to* instead to suggest that the action may fail, as in "He went to take/have a bath, but the bath was full of children.") Similarly, *to come* plus bare infinitive is acceptable to speakers of AmE, where speakers of BrE would instead use *to come and* plus bare infinitive: thus where a speaker of AmE might say "come see what I bought," BrE speakers would say, "come and see what I've bought" (notice the present perfect tense: a common British preference).

- use of prepositions before days denoted by a single word. Where British people would say "She resigned on Thursday", Americans often say "She resigned Thursday", but both forms are common in American usage. Occasionally, the preposition is also absent when referring to months: "I'll be here December" (although this usage is generally limited to colloquial speech). The first of these two examples of omitting prepositions may be seen as yet another German influence on American English.
- in the UK, *from* is used with single dates and times more often than in the United States. Where British speakers and writers may say "the new museum will be open from Tuesday," Americans most likely say "the new museum will be open starting Tuesday." (This difference does not apply to phrases of the pattern *from A to B*, which are used in both BrE and AmE.) A variation or alternative of this is the mostly American *the play opens Tuesday* and the mostly British *the play opens on Tuesday*.
- The verb *prevent* can be found in two different constructions: "prevent someone *from* doing something"; "prevent someone doing something." The latter is well established in BrE, but not in AmE.
- A few 'institutional' nouns take no definite article when a certain role is implied: for example, *at sea* (as a sailor), *in prison* (as a convict), and *at/in college* (for students). Among this group, BrE has *in hospital* (as a patient) and *at university* (as a student), where AmE requires *in **the** hospital* and *at **the** university*. (When the implied roles of patient or student do not apply, the definite article is used in both dialects.) Likewise, BrE has *in future* and American has *in the future*.
- In BrE numbered highways usually take the definite article (for example "the M25", "the A14") while in America they usually do not ("I-495", "Route 66"). Southern California is an exception, where "the 5" or "the 405" are the standard. A similar pattern is followed for named roads, but in America there are local variations and older American highways tend to follow the British pattern ("the Boston Post Road").
- AmE distinguishes *in back of* [behind] from *in **the** back of*; the former is unknown in the UK and liable to misinterpretation as the latter. Both, however, distinguish *in front of* from *in the front of*.
- The use of the function word *out* as a preposition to denote an outward movement, as in "out the door" and "out the window", is standard in AmE, but not quite in British writing, where *out of* is generally the preferred choice, although the "American" usage, usually considered regional or dialectal by British dictionaries, is gaining ground in UK speech.

What prepositions (if any) are used in AmE and BrE in the following sentences?

- I always win ____ rummy.
- We are studying ____ dinosaurs at school.
- We tried to prevent the hecklers ____ becoming a nuisance by splitting them up.
- You have to stop her ____ turning up at all hours of the day or night.
- She threw it ____ the window.
- We live ____ Burberry Street.
- I haven't seen him ____ ages.
- He fell ____ his horse.
- They incline ____ laziness.
- They have found jobs ____ a nightclub.
- We were sitting ____ the veranda, enjoying the view.
- We need to deal ____ the matter promptly.
- There are a couple ____ people I want to see.

Vocabulary differences

American English

A

aisle

antenna, aerial

anyplace, anywhere

apartment (flat: single floored apartments)

appetizer

to argue

argument

B

baggage, luggage

baked potato

baking pan

balcony

ball-point pen

band-aid

bangs

bar

barber shop (men)

to bathe

bathrobe

bathroom (in private rooms)/toilet

bathroom, rest room

bathtub

battery

beauty shop

bedspread

beer

bell pepper

bill

billfold

bleachers

blender

blender

blue jeans

bobsled

British English

gangway

aerial (TV, radio)

anywhere

flat

entrée

to quarrel

quarrel, row

luggage

jacket potato

baking tin

dress circle

biro

elastoplast

fringe

pub

hairdresser

to bath

dressing gown

bathroom

toilet, loo

bath

accumulator

hairdresser

duvet

lager

pepper

note

wallet

terraces

mixer

liquidizer

jeans

bobsleigh

boiled egg	hard cooked egg
bookstore	bookshop
to broil	to grill
brown bread	wholemeal bread
buck	quid
buddy	mate
bug	insect
bulletin board	notice board
busy	engaged
cab, taxi	taxi
to call	to ring
C	
can	tin
candy store	sweet shop
carpet pad	underlay
cart	trolley
cash register	till
casket	coffin
catalog	catalogue
cellular	mobile (phone)
center	centre
check	cheque, bill
checkers	draughts
checking account	current account
checkroom	cloakroom
cigarette	fag
closet	cupboard, wardrobe
clothes dryer	tumble dryer
clothespin	clothes peg
color	colour
commas	inverted commas
commercial	advertisement
congress	parliament
to connect sb.	to put sb. through
cookie	biscuit
corn	maize
costumes	fancy dress
cotton candy	candy floss
cozy	cosy

crazy

crib

crosswalk

crosswalk

D

a deck of cards

detour

dialog

diaper

dill pickle

directory assistance

dish washing liquid

doctor's office

downtown, center city

downtown

draft

drain

driver's license

drugs, medicine

drugstore

drunk driving

duplex

eggplant

E

elementary school

elevator

emergency room

engine (fuel-burning devices)

eraser

everyplace, everywhere

Excuse me.

expiration date

F

face cloth

fall

faucet

favorite

fender

field hockey

mad

cot (Baby)

zebra crossing

pedestrian crossing

a pack of cards

diversion

dialogue

nappy

pickled cucumber

directory enquiries

wash up liquid

doctor's surgery

city centre

town centre

draught

plug hole

driving licence

medicine

chemist's shop

drunk driving

semi-detached house

aubergine

primary school

lift

casualty department

engine

rubber

everywhere

Sorry.

expiry date

flannel

autumn

tap

favourite

wing

hockey

fields day	sports day
to fill out	to fill in
fire department	fire brigade
first floor	ground floor
fish-sticks	fish-fingers
flashlight	torch
flavor	flavour
flight attendant	air hostess
freeway	motorway
freight train	goods train
French fries	chips
from Monday to Friday	
from Monday through Friday (all of Friday is included)	from Monday to Friday
front desk	reception
frosting	icing
funeral director	undertaker
G	
game	match
garbage	rubbish
garbage can	bin, dustbin, wastepaper basket
gas	petrol
gas pedal, accelerator	accelerator
gas station	filling station
gear shift	gear lever
generator	dynamo
German shepherd	alsatian
grade (school levels 1st - 12th)	
class (top 4 levels 9th - 12th = freshman, sophomore, junior, senior)	class, form
grade school	primary school
ground	earth
ground wire	earth wire
to guess	to suppose, to think
H	
hair conditioner	shampoo
hairdresser (women)	hairdresser
ham	gammon
hamburger meat, ground beef	mince meat
harbor	harbour

hardware store	ironmonger
heavy cream	double cream
high school	secondary school, grammar school
highway	main road
hockey	ice-hockey
home, at home	at home
hood	bonnet
human resources department	personnel department
humor	humour
I	
to inquire	to enquire
inquiry	enquiry
instalment plan	hire purchase
intermission	interval
intersection (city or country)	crossroads
interstate	motorway
inventory	stock
J	
jail	prison
janitor	caretaker
jelly	jam
jewelry	jewellery
John Doe	Joe Bloggs
joint	roast
jump rope	skipping rope
K	
kerosene/kerosine	paraffin
kilometer	kilometre
Kleenex	tissue
L	
labor	labour
ladies' room	Ladies
ladybug	ladybird
laundry soap	washing up powder
law offices	chambers
lawyer	solicitor, barrister
laid off	redundant
leash	lead

legal holiday	bank holiday
letter opener	paper knife
license plate	number plate
life vest	life jacket
to line	to queue
liter	litre
long distance bus	coach
lost and found	lost property
M	
mail	post
mailbox	letterbox
mailman	postman
main street	high street
mashed potatoes	mashed potato
math	maths
Men's Room	Gents
mom	mum
motor (fuel-burning or electrical devices)	engine
motorcycle	motorbike
movie	film
movie theater	cinema
N	
Native American	American Indian
neighbor	neighbour
newspaper store	newsagent's
newsstand	bookstall
nightstand	bedside table
notebook	exercise book
O	
oatmeal	porridge
one-way ticket	single ticket
overpass	flyover
overtime	extra time
P	
paddle	bat
pacifier	dummy
a package of cigarettes	a packet of cigarettes
panties	knickers

pants	trousers
paper towel	kitchen roll paper
parentheses	brackets
parka	anorak
parking garage	multi-storey car park
parking lot	car park
pavement	road surface
pay raise	pay rise
phone booth	call box, phone box
photoflash	flashlight
pin	badge
pitcher	jug
police officer	bobby
potato chips	crisps
powdered sugar	icing sugar
president (business)	managing director
prime rate	base rate
principal	headmaster, head teacher
program	programme
public school	state school
Q	
quiz	test
R	
railroad	railway
raincoat	mackintosh
raisin	sultana
real exciting	really exciting
regular	normal
to rent	to hire
report card	school report
reservation	booking
resume	curriculum vitae
to give s.b. a ride	to give s.b. a lift
roast	joint
rubber, condom	condom
rubbers	wellington boots
rummage sale	jumble sale
running shoes	trainers
S	

salary cut	wage cut
sales clerk	shop assistant
Santa Claus	Father Christmas
schedule	timetable
second floor	first floor
semester	term
to set the table	to lay the table
shampoo	bathing foam
shorts	pants, underpants
shot	injection, jab
sick	ill
sidewalk	pavement
silverware	cutlery
Sincerely,	Yours, sincerely
skillet	frying pan
sled	sledge
sneakers	trainers
soccer	football
social security number	national insurance number
station wagon	van
steering wheel	driving wheel
stingy	mean
stock	share
stop lights	traffic lights
store	shop
storey	floor
stove	cooker
streetcar	tram
student	pupil
subway	underground, tube
superstore	store
suspenders	braces
sweater	cardigan
swimsuit	costume
T	
tag	label
taxi stand	taxi rank
telephone operator	telephonist
theater	theatre

thread	cotton
thumbtack	drawing pin
tire	tyre
toothpick	cocktail stick
track	platform
track	tracks
traffic circle	roundabout
trailer	caravan
traveled	travelled
trench coat	duffle coat
truck	lorry
trunk	boot
turn signal	indicator
turtle	tortoise
turtle neck	polo neck
tux, tuxedo	dinner jacket
two weeks	fortnight
U	
underpass	subway
undershirt	vest
unsweetened cocoa	cocoa powder
V	
vacation	holiday
vaccum cleaner	hoover
VCR	video
vest	waistcoat
vocational school	technical college
W	
wash up	to wash
windshield	windscreen
wrench	spanner
Y	
yard	garden
Z	
zip code	post code
zipper	zip

- the term ‘heteronymy’ is from Görlach (1990) and refers to the situation where the same item is referred to by a number of different words
- examples:
 - what is called a *lorry* in Britain, is called a *truck* in Canada, the USA, Australia and New Zealand
 - what in Britain is called a *pavement* is called a *sidewalk* in Canada and the USA and a *footpath* in Australia and New Zealand
- each of these terms can be referred to as a heteronym
- words such as *suspenders*, *pants* and *vest* can have different meanings depending on where (or by whom) they are used
- Görlach (1990) calls such words ‘tautonyms’ – words with the same form but different meanings

Look at the table above and provide some examples for heteronymy in the area of food. Where is which label used?

Travel words and expressions. Match American to British English

subway	city centre
downtown	economy class
coach class	return ticket
freeway	underground
parking lot	car park
round trip	hand luggage
schedule	timetable
carry on baggage	motorway

Definition

UK Word

USA Word

third piece of a male’s suit that goes between the jacket and the shirt
 what women wear over their legs
 what men wear over their legs
 a type of soft shoe used in sports or for casual wear
 strap to hold up a man’s trousers / pants
 item to hold up stockings
 item of clothing worn in house at night
 a thin cloth from Arabia
 large bag carried by females
 container carried by females for money
 what you put in a baby’s mouth
 what you put around a baby’s bottom

waist coat

vest

Write the common American word instead of the British English word:

She bought a tin of beer - She bought a _____ of beer.

He bought some sweets. He bought some _____.
 She took her clothes from the wardrobe. She took her clothes from the _____.
 She ate a biscuit. She ate a _____.
 They bought a pack of cards. They bought a _____ of cards.
 The baby needed a new nappy. The baby needed a new _____.
 A pencil and a rubber are necessary tools. A pencil and an _____ are necessary tools.
 Fill up the tank with petrol. Fill up the tank with _____.
 It was all rubbish. It was all _____.
 What class are you in? What _____ are you in?
 The postman delivered a parcel. The delivered a _____.
 The tube is an effective transport. The _____ is an effective transport.
 They had three weeks holiday. They had three weeks _____.
 The car drove in the round-about. The car drove in the circle _____.
 They approached a crossroads. They approached an _____.
 In our building we have a caretaker to see to that things are ok. In our building we have a _____ to see to that things are ok.
 Give me that bottle of paraffin for the lamp. Give me that bottle of _____ for the lamp.
 On the top of the roof we have an aerial for our television set. On the top of the roof we have an _____ for our television set.
 In October it is autumn. In october it is _____.
 Bank notes are easier to carry than coins. _____ are easier to carry than coins.
 I was in the Tivoli - I tried several tours in the big dipper. I was in the Tivoli - I tried several tours in the _____.
 Give me another sweet thing - one of those biscuits. Give me another sweet thing - one of those _____.
 I will have to get a new pair of shoelaces - as I broke them this morning. I will have to get a new pair of _____ - as I broke them this morning.
 The trousers were too big - so I had to wear braces. The _____ were too big - so I had to wear _____.
 Between two lessons you often have a break. Between two lessons you often have a _____.

Here is the same article written twice, once in American English and once in British English. Can you find twelve differences?

This immer it is cool to be in school, with fashion-conscious women dressing like high-school students. So get down to your local store for a jumper in plaid or maroon, the designers' favorite color this season, and team it with striped or checkered pantyhose or long white socks. Part your hair in the center, cut your bangs short and go for braids or a pony tail and keep it tousled; we're talking public school here, not private school.

This summer it is cool to be at school, with fashion-conscious women dressing like secondary-school pupils. So get down to your local shop for a pinafore dress in tartan or maroon, the designers' favourite colour this season, and team it with striped or checked tights or long white socks. Part your hair in the centre, cut your fringe short and go for plaits or a pony tail; we're talking state school here, not private school.

Canadian English

Historical overview

- the first time the English language reached Canada was in 1497, when John Cabot reached Newfoundland
- however, English migration along the Atlantic coast only became significant a century later when the farming, fishing and fur-trading industries attracted English-speaking settlers
- it was not only the English who set foot on the territory of Canada
- since Jacques Cartier made explorations in the 1520s, the French had also been present there and there had been an ongoing conflict between the two groups
- the name *Canada* is first mentioned in Cartier's journal in 1535 as the name of one of the Indian kingdoms along the Saguenay River
- it comes from the Iroquoian word *kanata*, which meant only 'village'
- the situation changed in favour of the English population when the French were defeated in Queen Anne's war (1702-13) and the French and Indian war (1754-63)
- during the 1750s thousands of French settlers departed from Acadia (modern Nova Scotia) and were replaced by settlers from New England
- the number was further increased by settlers coming directly from England, Ireland and Scotland
- the next important event was the Declaration of Independence in 1776
- loyalist supporters of Britain (the 'United Empire Loyalists') found it impossible to stay in the new United States, and most left for Canada, settling first in what is now Nova Scotia, then moving to New Brunswick and further inland
- they were soon followed by many thousands (the so called 'Lake Loyalists'), who were attracted by the cheapness of land, especially in the area known as Upper Canada (above Montreal and north of the Great Lakes)
- within 50 years, the population had reached 100,000

Distinctive properties of Canadian English

- some features of Canadian English originate within Canada and are thus independent of US or UK models
- some of them (e.g. the technical terms of ice hockey) even have become part of the World Standard English
- some features originate outside Canada and are used consistently by everyone in a particular region (for example, cf. the contrast between federal *minister* and provincial *premier*)
- some features can be traced back to US English, and are used only by sections of the population
- other features are the influence of British English and are likewise only used by sections of the population

Pronunciation

- Canadian English displays phonological features of both US and UK English
- the features that go back to the US model are as follows:

- the pronunciation of [r] after vowels in such words as *far* and *north*;
- the flapped [d]-like articulation of [t] in such words as *Ottawa*;
- the use of a strong syllable in such suffixes as *-ary* or *-ory* (secretary, laboratory);
- the use of [-əl] in such words as *fertile*, *missile* or *hostile*;
- several individual words also adopt US pronunciations: *schedule* [sk...], *tomato* [..ei..].
- the influence of British English is evident in the following cases:
 - [anti] for *anti-* not [antai];
 - [zed] for letter z instead of [zi:];
 - the first syllable of *lieutenant* is pronounced [lef-], not [lu:];
 - [baθ] for *bath* (a baby) not *bathe* [beið];
 - no yod dropping in words like *tune*, which is pronounced with [tʃu:] or [tju:] not [tu:].
- a unique Canadian feature here is referred to as “Canadian raising”: the first element of the diphthong is articulated higher and in a more central position than in RP, in the area of [ə] so that the first component is [ʌ] rather than [a]
- the other unique feature is the Canadian Shift: Canadians pronounce *milk* as *melk*, *bag* as *beg*, *pit* as *pet*, *pet* as *pat*, *pat* as *pot*, etc.

Sample of Canadian English

“Well, here's a story for you: Sarah Perry was a veterinary **nurse** who had been working daily at an old zoo in a deserted district of the territory, so she was very happy to **start** a new job at a superb private practice in **north square** near the **Duke Street Tower**. That area was much nearer for her and more to her liking. Even so, on her first morning, she felt stressed. She ate a bowl of porridge, checked herself in the **mirror** and washed her **face** in a hurry. Then she put on a plain yellow dress and a **fleece** jacket, picked up her **kit** and headed for work. When she got there, there was a woman with a **goose** waiting for her. The woman gave Sarah an official letter from the vet. The letter implied that the animal could be suffering from a rare form of **foot** and **mouth** disease, which was surprising, because normally you would only expect to see it in a dog or a **goat**. Sarah was sentimental, so this made her feel sorry for the beautiful bird.

Before long, that itchy goose began to **strut** around the office like a lunatic, which made an unsanitary mess. The goose's owner, Mary Harrison, kept calling, “**Comma**, Comma,” which Sarah **thought** was an odd **choice** for a name. Comma was strong and huge, so it would take some **force** to **trap** her, but Sarah had a different idea. First, she tried gently stroking the goose's lower back with her **palm**, then singing a tune to her. Finally, she administered ether. Her efforts were not futile. In no time, the goose began to tire, so Sarah was able to hold onto Comma and give her a relaxing **bath**.

Once Sarah had managed to bathe the goose, she wiped her off with a **cloth** and laid her on her right side. Then Sarah confirmed the vet's diagnosis. Almost immediately, she remembered an effective treatment that required her to measure out a **lot** of medicine. Sarah warned that this course of treatment might be expensive—either five or six times the cost of penicillin. I can't imagine paying so much, but Mrs. Harrison—a millionaire lawyer—thought it was a fair **price** for a **cure**.”

I was born in Brockville, Ontario. My parents (um, uh) were visiting my grandparents at the time. We actually lived in Brampton, so I was only born in Brockville, and immediately went to Brampton, and (uh) grew up in Brampton pretty much my whole life, until I went to university. And, so I lived in Brampton about twenty years or so, and then went to University of Waterloo, which actually looked a lot like Brampton. Yep, well, ya, no, my mother likes to re-

mind me, if she's particularly pissed off, that (uh) she was in labor for about seventeen hours, and that was very difficult for her... I have one dog named Matty. And then... I live in a condo, so it was never really my intention of getting a dog, but (uh) she belonged to my grandmother, and she passed away a couple of years ago, so I inherited little Matty, and (uh) she's actually turned out to be quite a, quite a nice companion, and (um) she's worked out all right in the condo. But (uh) they're a lot of work. (Laughs) I don't know if I'd ever want a dog in an apartment ever again. I'll be glad when I (uh) finally get into a house with a backyard.

Spelling

- spellings with a US form (*tire*) coexist with UK forms (*centre*)
- the US model seems to be prevailing in popular publications and in the press
- British spelling is the norm in learned journals and school textbooks

Vocabulary

- there is vocabulary originating from British English: e.g. *braces, porridge, railway, scones, tap*
- another part of the vocabulary represents the US model: e.g. *fender, gas, sidewalk, truck, trunk, wrench* (vehicle terms are typically American)
- many Quebec English terms are adopted directly from French, rather than translated, though their pronunciation undergoes varying degrees of anglicization, e.g. *dépanneur* (shortened to *dep*, 'convenience shop, corner shop'), *biologique* 'organic', *cabanon* 'garden shed', *terrasse* 'sidewalk café'
- there is a segment which represents original Canadian English
- the Dictionary of Canadianisms lists around 10,000 distinctive words and senses
- a few of these have become part of World Standard English: e.g. *caribou, chesterfield* "settee", *husky, kayak, kerosene, mukluk* "Inuit boots lined with seal fur inside", *muskeg* 'moss-covered bog or swamp', *parka* "anorak", *reeve* 'mayor', *skookum* 'monster' *toboggan* 'long narrow sled without runners'
- many of these are borrowings from native American languages
- terms reflecting Canadian culture or way of life include:
 - *Canuck* ("a slang term for Canadians")
 - *Newfie* ("someone from Newfoundland")
 - *hoser* ("unsophisticated person")
 - *riding* ("a political constituency"),
 - *first nations* ("indigenous peoples"),
 - *the prime minister/premier* distinction,
 - *postal outlet* ("sub post office"),
 - *to be on pogey* ("to be on welfare")
 - *write a stest* ("take a test")
 - *click/klick* ("kilometre")
 - *runners* ("trainers"),
 - *tuque/toque* (tʊk/tu:k) "a close-fitting knitted hat, often with a tassel or pom-pom on the crown"
 - *driver's permit* ("driving licence"),
 - *mountie* ("member of the Royal Canadian Mounted Police")

- *texas gate* (“cattle grid”),
- *fire hall* (“fire station”),
- *loonie* (“1 dollar coin”, bearing the image of a common loon, a bird well-known in Canada)
- *toonie* (“2 dollar coin”),
- *double-double* “regular coffee with two creams and two sugars”
- *homo milk* (“whole milk”)
- *two-four* (“beer sold in packs of 24 bottles or cans”)
- *mickey* (“375 ml. (13 oz.) bottle of liquor”)
- *Texas mickey* (“a bottle of alcohol containing 3 litres (101 ounces).“)
- *icing sugar* (“powdered sugar“)
- *nanaimo bar* (“a multilayer brownie and icing“)
- *Molson muscle* (“beer belly”)
- *hydro* (“electricity”)
- *float plane* (“sea plane: an aeroplane adapted to land on and take off from water”),
- *parkade* (“multi storey car park”)
- *garburator* (“a garbage disposal unit found beneath a kitchen sink.”)
- *eaves troughs* (“rain gutters”)
- *twenty-sixer or twixer* (“bottle of alcohol containing 750 millilitres (just over 25 ounces).“)
- and many items to do with fur trading, mining and local fauna and flora

Syntax

- a special discourse feature of Canadian English is the use of *eh?*, which often replaces a tag question and the speaker may also use it to anticipate a point of special interest in the
- narrative: *They are outside, eh?* and *He finally gets to the garage, eh, and the car is gone*