

JIHOČESKÁ UNIVERZITA V ČESKÝCH BUDĚJOVICÍCH
FILOZOFICKÁ FAKULTA
ÚSTAV ANGLISTIKY

BAKALÁŘSKÁ PRÁCE

SEMANTIC FIELDS OF DIFFERING BRITISH AND AMERICAN LEXIS

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Ročník: 3.

2019

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Acknowledgement

First and foremost, I would like to express my sincere gratitude to my research supervisor, Mgr. Petr Kos, Ph.D. Without his assistance and dedicated involvement in every step throughout the process, this paper would have never been accomplished. My sincere thanks also goes to my American and British friends for the ideas they shared with me and for their opinions on the research areas I was interested in.

Abstrakt

Bakalářská práce se bude zabývat rozdíly mezi britskou a americkou angličtinou v oblasti lexika. Je známo, že britská a americká slovní zásoba se liší, avšak popis rozdílů se často omezuje na pouhé seznamy slov, ze kterých nebývá patrné, ve kterých sémantických oblastech se rozdíly dají očekávat či jsou nejčastější. Cílem práce tak bude na základě vzorku rozdílné slovní zásoby obou regionálních variant angličtiny nalézt sémantická pole, ve kterých se dá s největší pravděpodobností očekávat odlišný výraz pro daný koncept. Výsledná sémantická pole budou pak zasazena do kontextu vývoje slovní zásoby angličtiny a budou popsány výsledné tendence. První část práce se zaměří na teoretické vymezení sémantiky, sémantických polí, obecné rozdíly mezi britskou a americkou angličtinou a dále se bude blíže věnovat rozdílům lexikálním. Jednotlivé koncepty budou zkoumány onomaziologickým přístupem. Další části práce budou zaměřeny na vyčlenění vzorku pro analýzu, následovat bude samotná analýza vzorku a práci završí interpretace výsledků v kontextu vývoje angličtiny, speciálně v oblasti vývoje slovní zásoby.

Klíčová slova

Sémantika, sémantická pole, lexikologie, britská angličtina, americká angličtina

Abstract

This bachelor thesis deals with the differences between the vocabulary of British and American English. It is commonly known that British and American vocabulary differs, however, the description of dissimilarities is often restricted only on lists of words, from where it is not obvious in which semantic fields such differences may be expected. Based on the different vocabulary between both regional varieties, the purpose of the thesis is to find semantic fields, in which different terms for single concepts might be expected. The resulting semantic fields will be set in the context of the development of English vocabulary and the final tendencies will be described. The first part of the thesis focuses on the theoretical definition of semantics, semantic fields, general differences between British and American English and further on the lexical differences. Individual concepts will be examined by the onomasiological approach. Other parts of the thesis focus on the analysis of the sample and the thesis is finished by the interpretation of results in the context of the English language development, especially in the area of vocabulary.

Keywords

Semantics, semantic fields, lexicology, British English, American English

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1. Introduction

The main aim of this bachelor thesis is to deal with the distinctions between the vocabulary of British and American English. It is generally known that there are some nuances, however, such differences are often submitted only as lists of words in dictionaries. During the analysis, the focus is made on looking for some connections among the word pairs and sorting the founded equivalents into superordinate categories, more specifically, into semantic fields. Thus, the purpose of the thesis is to find specific semantic categories, in which there is the highest number of lexical variations between American and British English, and where such distinctions may be expected.

The first chapter offers an insight into a special branch of linguistics, semantics, followed by the chapter, which specifies the linguistic approach that this thesis follows. In this case, it is the onomasiological approach focusing on a single concept being expressed by two different terms. So, the emphasis is put on two terms referring to the same concept. Further, the thesis discusses about the differences among the two varieties, firstly in general (such as in grammar, pronunciation, spelling and vocabulary) and then with an extra attention on the lexical dissimilarities.

After the theoretical introduction into semantics, semantic fields, onomasiological approach and the differences between American and British English, a prominent place is dedicated to the specification of data sources, the process itself and results of the research. Furthermore, this chapter is followed by the analysis and sorting the equivalents out into particular semantic groups. Individual semantic fields are later explored in more details with some interesting tables and charts attached.

The end of the thesis focuses on the explanation, why the most lexical distinctions are to be found right in these areas. The work is completed by the interpretation of results in the context of the development of the English language, especially in the area of the lexical development.

2. Semantics and semantic fields

Semantics is a branch of linguistics, which describes the study of meaning. Semantics can be defined as a bridge between the theory of language, linguistic units such as words or sentences and the world, that means the reality they represent. “*Semantics focuses on the link between the lexicon and the grammar and semantic meaning.*” (Fasold 151) There are various branches in the study of linguistic meaning such as pragmatic semantics, which deals with the use of linguistic units in context, formal semantics, or grammatical semantics dealing with the meaning of grammatical morphemes for instance. Finally, and it is the main focus of this thesis, lexical semantics. Grammatical semantics overlaps with lexical semantics as some grammatical elements are words as well.

“Lexical semantics studies the meanings of words; the focus here is on 'content' words like tiger, daffodil, inconsiderate, and woo, rather than 'form'/'grammatical' words like the, of, than, and so on. To a non-specialist, the notion of meaning probably has a stronger link with the idea of the word than with any other linguistic unit: words are, after all, what are listed in dictionaries, and the main function of a dictionary is to tell us what the listed words mean.” (Cruse 17)

Another term, which is often used in linguistics is a semantic field. Semantic field can be understood as a set of semantically related words, lexemes. If more lexemes are close to each other by meaning, they are considered to be a part of one semantic field. Semantic relations such as hyponymy and meronymy play an important role in the process of finding some connections between words and in the subsequent attempt to find some superior semantic field for them. Meronymy is a part-whole relation between single words.

The following figure demonstrates the relation between the term *car* and words such as *boot*, *windscreen*, *wing*, *silencer*, *gear lever*, *rear light*, *number plate*, *engine* and *bonnet*. The last-mentioned words are meronyms/parts of car. All the words describing individual items and their holonym car, which denotes a whole, belong to the same semantic group.

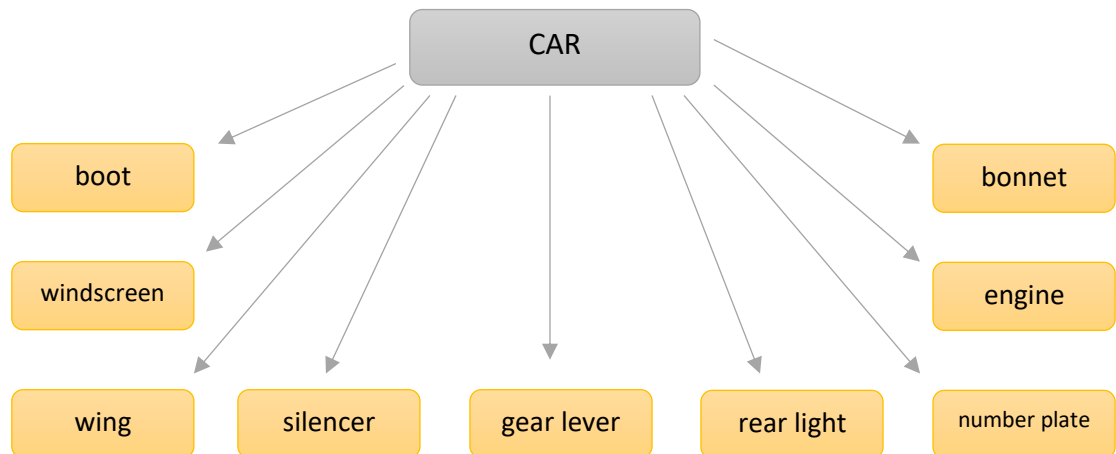


Figure 1: Meronyms of car (British English)

Another semantic relation we should keep our focus on is hyponymy. Whereas meronymy deals with a part-whole relation, hyponymy is based on a type-of relation. A hypernym can be understood as a more general term than its hyponyms which are more specific. Therefore, hyponymy shows the relationship between generic (hypernyms) and specific terms (hyponyms).

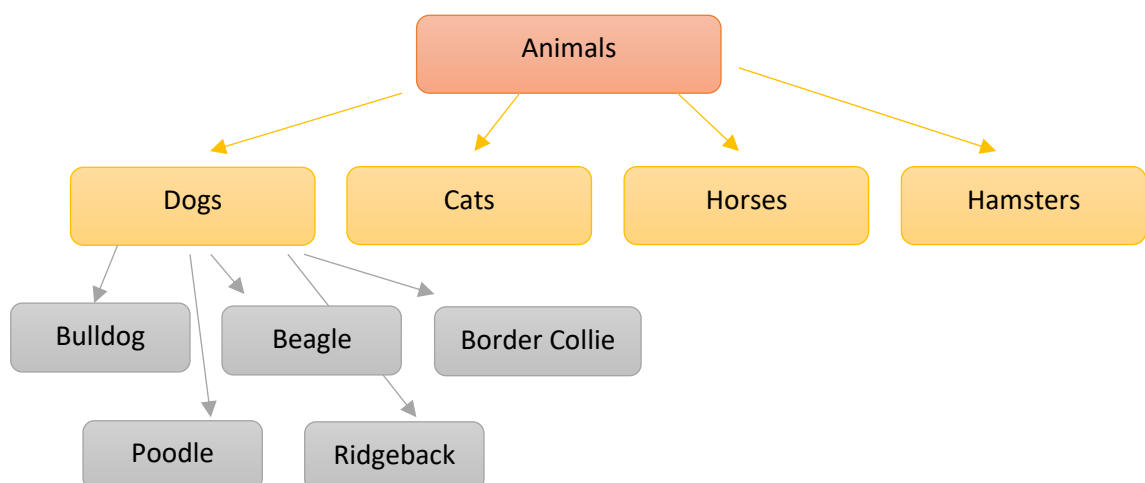


Figure 2: Hyponyms of animals (example of hyponymy)

All lexemes belonging to one particular semantic field have some common function, are found in the same area and their meanings belong to one specific group. The aim of this thesis is to conclude, which semantic fields are the most frequent, where one could expect the highest number of differing lexis and prove, why it is so. It is also of high importance to mention, that each meaning has something to do with the culture of the country, where the language we learn is spoken. Some differences between British and American English may stem from the culture of both countries and their history. The study of the origin of words is the subject of matter for a special discipline, which is called etymology. Each word has its own history and each meaning undergoes some change, what is a common process for languages as each language is constantly changing and developing. Each language varies across time, generation by generation and new words are invented or borrowed. It is natural that there are new things, which need new name, new word and we have to create the word referring to the concept. The reason, why languages change can be also the contact with another languages. For instance, American English was influenced by languages such as Spanish, French, Jewish or Indian and it is obvious on its vocabulary. In America, there were many influences that were not present in England and it was a new landscape, new people, new animals. As mentioned above, American English borrowed many words from other languages. Spanish gave the American English words such as *canyon*, *tornado* or *coyote*, while the French lend the Americans words like *prairie* and *bureau*. However, there were also other languages, that influenced the American English in some way.

“Languages change because they are used by human beings, not machines. Human beings share common physiological and cognitive characteristics, but members of a speech community differ slightly in their knowledge and use of their shared language. Speakers of different regions, social classes, and generations use language differently, and all speakers use language differently in different situations.” (Fasold 289)

It is necessary to note that a study of lexical differences involves a study of cultural differences as well. Lexical semantics also cooperates with another discipline, which is called lexicography.

“Is the study of meaning in language of any practical utility? Well, yes, at least potentially. For instance, everyone concerned with the teaching of language can benefit from, on the one hand, being made aware of aspects of meaning of which they formerly only had a subliminal knowledge, and on the other hand, by acquiring an arsenal of descriptive concepts and techniques which lend discipline and precision to thinking. A field of endeavour where lexical semantics is of potential utility is the making of dictionaries. The theoretical concerns of lexical semantics impinge on the practical concerns of lexicography at a number of points.” (Cruse 448)

3. Onomasiological approach

While studying the lexemes, we may follow different linguistic approaches. Both approaches study the relationship between lexemes and originate in the nineteenth and twentieth centuries. *“The semantic concepts of semasiology and onomasiology emerged among philological linguists in the nineteenth and early twentieth centuries.”* (Geeraerts 23) *“The term onomasiology has been common in continental lexicological research since the early 20th century.”* (Geeraerts 23)

“Onomasiological lexicology goes back to the early 20th century’s Wörter und Sachen movement in linguistics whose intention was to discover the different expressions existing in one or more language for a given concept and to explain their etymology and the motivations for their creation” (Blank 6)

The first approach is the semasiological one, which deals with the question “What does the word X mean?” In this case, we have a word, which has more than just one meaning and we focus on all the possible meanings of that word. The opposite approach is known as onomasiology. This approach focuses on a single concept being expressed by two different terms. So, this time it is the opposite direction, we do not move from the form to more meanings or concepts, however, we look for two terms referring to the same concept.

Onomasiology is a study of different ways of expressing the same concept in various dialects and languages and the way how it changes over time (diachronic aspect). The onomasiological approach investigates lexical semantics in corpora by identifying a concept to be expressed and then comparing the frequencies of each of the words that might express it.

“Onomasiology studies the ways of languages and their dialects in expressing a particular concept. The point of departure for an onomasiological approach is always a concept.” (Štekauer 208)

“Studying "a multiplicity of expressions which form a whole" leads directly to the traditional, structuralist conception of onomasiology, i.e. to the study of semantically related expressions (as in lexical field theory, or the study of the lexicon as a relational network of words interconnected by links of a hyponymical, antonymical, synonymous nature etc.).” (Heusinger 169)

The question we may ask is „How do we express X?“ For example, the American *eraser* refers to the same concept as the British *rubber* or a similar example is given in word pairs such as *apartment-flat*, *sneakers-trainers*, *vest-waistcoat*, *truck-lorry*, *sidewalk-pavement* and many more such pairs of words, which are being explored in the following chapters.

“The distinction between semasiology and onomasiology, then, equals the distinction between meaning and naming: semasiology takes its starting-point in the word as a form, and charts the meanings that the word can occur with; onomasiology takes its starting-point in a concept, and investigates by which different expressions the concept can be designated, or named.” (Cuyckens 69)

Trying to find two terms that vary in American and British English but refer to the identical given concept is the reason of preference for the onomasiological approach. My goal is to define semantic fields of differing vocabulary of British and American variations of English. Therefore, I work with concepts, which may be expressed differently by British and American native speakers. An onomasiological question is “what are the names for a device that we use for calling?” (the answer is: *cell phone* in AmE and *mobile phone* in BrE). On the contrary, the semasiological question would be “what does the word *mobile phone* mean?” (the answer is: a device that people use for calling). That is why I follow the onomasiological approach as I am interested in two terms for one concept. The moment when we can generally follow a semasiological approach is when we have a word and we need to find what the word means in the dictionary for instance. But it is not a relevant approach for this work. So, it is the onomasiological approach, which interests us in the case of this paper and the following chapters, and the analysis of lexemes follows right this approach.

4. Differences between American and British English

It is generally known that some differences between the American and British English exist. The English language varies not only among different countries, but the dialect variation can be found also within a single country. However, the purpose of this thesis is to explore the differences between AmE and BrE. There are many spheres, in which one can notice these differences such as in spelling, grammar, pronunciation, or, last but not least, in vocabulary. We can talk about the dialect variation between words and their meanings (lexical variation), the variation in pronunciation (phonological variation), sentence structures (syntactic variation) and pragmatic variation.

4.1 Variations in spelling

When it comes to spelling, according to *Slovník amerikanismů* by Jaroslav Peprník, we can find the distinctions between the British *-oe/-ae-* and American *-e-* (*encyclopaedia - encyclopedia*), *-t* and *-ed* (*burnt - burned*), *-ence* and *-ense* (*defence - defense*), *-ell-* and *-el-* (*cancelled - canceled*), *-re-* and *-er-* (*centre, theatre - center, theater*), *-ise* and *-ize* (*organise - organize*).

Another differences are to be found between *-l-* and *-ll-* (*enrol – enroll*), *-ogue-* and *-og* (*catalogue – catalog*), *-ou-* and *-o-* (*colour, honour, favourite – color, honor, favorite*), *-y-* and *-i-* (*tyre – tire*). It was changed only a few hundred years ago from the British way to a new American English way. Actually, the words are spelled more like they sound.

4.2 Variations in pronunciation

Regarding the accent, American English is rhotic, which means that all the “r” sounds are always clearly pronounced. On the contrary, British English is non-rhotic, so the “r” sound is not pronounced, unless it is followed by a vowel sound. Other distinctions are findable between the American and British o-sounds. The American o-sound is an unrounded vowel, while the British o-sound is rounded (like in words *hot* or *stop*). The pronunciation is different also in a-sounds or t-sounds.

4.3 Variations in grammar

There are minor differences between the grammar of British and American English. Among such differences are auxiliary verbs, the use of some prepositions or different past tense forms. In the US people say *on the weekend*, but in Britain they say *at the weekend*. There are some different past tense forms. In American English, the past tense of the word *learn* is normally *learned*, however, in the UK it is more common to say *learnt*. Sometimes past participles have also a different form. The most well-known example is the verb *to get*. In America, the third form is *gotten*, whereas in Britain it is *got*. People in the UK tend to use the present perfect tense, when the Americans prefer to use the past simple. For example, the British citizen would say “*I have eaten too much*”, whereas the American would say “*I ate too much*”. The Brits would ask you “*Have you had breakfast yet?*”, while the Americans ask, “*Did you have breakfast yet?*” Another case is collective nouns referring to a group of things. For instance, a group of students is a class, a group of colleagues working on the same project is called a team, further examples are family, audience or crowd. American and British English treat these nouns differently in English sentences. In American English, collective nouns are singular (The class is meeting at the library after lunch.) Grammatically they are treated as a single thing, as one. In British English collective nouns can be singular, but they can also be plural nouns as well. Therefore, someone using British English could use either of these options (The class are meeting at the library after lunch.)

The difference is about whether the group is being referred to as a whole, as a single unit or as a collection of individuals inside the group, then it is treated as plural. Another field offering a huge number of distinctions is surely vocabulary. There are hundreds of everyday words that are different.

4.4 Variations in vocabulary

The major concern of the paper is the comparison of vocabulary dissimilarities between American and British English, which is being further explored in the following chapters. The highest number of examples of language distinctions between both varieties one can find in the field of vocabulary. Both varieties develop in a different way, hundreds of miles away from each other and in a different place and culture. This fact supports the idea that there are some words in American English that do not exist in British English and opposite. Language and culture are inseparable, and the aspects of language are culturally influenced. Even if we as the English language learners handle all the distinctions, we are still not able to use the language as properly as the native speakers. The major difference is invisible and is set in our minds. This is something we cannot learn, when the English language is our second or third language. We talk about pragmatic variation or in other words, discourse variation. Native speakers use the language in a different way. We can say something, what is completely correct, however, the native speaker would not express the idea in the same way. This problem is strongly linked to the culture we come from. Generally, *“patterns of regional variation intersect with patterns of variation based on social factors like social class and gender”*. (Fasold 329)

“Everyone knows that those who live in different countries speak different languages. But as American students quickly learn when they go abroad, knowing the vocabulary and grammar of the language is only a starting point for successful communication. Members of different cultures not only speak different languages but also have different ways of using the languages they speak – different assumptions about what’s appropriate to say and how to go about saying it.” (Fasold 355)

All the differing words can be sort out in the further specific categories. The first case is when some word occurs only in one variety. The most common example is fauna and flora, which is different in America and the UK, so one could expect some difficult points in this area.

“Lexical variation within a language may result when different groups of speakers have different things to talk about, often as a result of migration to different locales. Thus, for example, it was only when English speakers began settling in North America that they encountered such animals as *chipmunks*, *raccoons*, *catbirds*, and *rattlesnakes*, and so borrowed the terms from native American languages in the case of the first two, and made up the terms by compounding existing lexical items in the second two instances. Similarly, Australian English and New Zealand English are rich with borrowed and invented lexical items for local flora, fauna, geographic features, place names, and social and cultural concepts.” (Fasold 330)

“It was similar with the naming of flora and fauna strange to the colonists. When they saw a bird that resembled the English robin, they simply called it a robin, though it was not the same bird at all. When they saw an animal that was totally unlike anything that they had ever seen before, they might call it by its Indian name, if they could find out what that was—for example, raccoon and woodchuck. So also with the names of plants: catalpa ‘a kind of tree’ and catawba ‘a variety of grape’ are of Muskogean origin. Otherwise, they relied on their imagination: sweet potato might have originated just as well in England as in America except for the fact that this particular variety of potato did not exist in England.” (Algeo 184-5)

As mentioned above, the purpose of the thesis is to deal with the same concepts having distinct terms in both varieties. For example, the word *chips* in American English means the same as *crisps* in British English. To get to the top floor of a skyscraper in New York, you would take the *elevator*, while in London you would use the *lift* instead. Another example is the American word *pants*, which means exactly the same as the British *trousers*. Another concept having two terms is the item we wear under our *pants/trousers* – *underwear* in American English and *pants* in British English. The word such as Czech *mobilní telefon* is called *cell phone* in American English and *mobile phone* in the British variety. Why there are two words for the same thing? How does the American phone differ from the European one? Or how is the British *pavement* different from the American *sidewalk*? Even though the British and American might speak the same language, there are many British words and phrases that mean something totally different in America and vice versa.

There is a question, in which areas one can notice such differences, in which areas it is most expected that one concept has two words in American and British English. It is advisable to have some subconsciousness about the basic differences between the two varieties, in other case one could find oneself in a really embarrassing situation.

4.4.1 Different terms for one concept

The first category comprises words which have their counterparts in the other variety. That means that there is one common meaning, the same common concept, however, the idea is expressed differently in American and British English. Typical examples of such case are to be found in the field of clothing (*e.g. vest-waistcoat, pants-trousers, panties-knickers, suspenders-braces, pantyhose-tights, sneakers-trainers*) or car terms (*e.g. trunk-boot, hood-bonnet, windshield-windscreen, motor-engine, gearshift-gear lever, muffler-silencer*). There are also several cultural differences between the two varieties in the vocabulary of education for instance.

4.4.2 Words occurring only in one variety

This category contains words that do not have counterparts in the other variety. Typical examples of such words can be found in the fields of fauna and flora, geography specific only to one of the countries (*e.g. raccoon, rattlesnake, prairie*). Another examples could be found in the area of sports and games or countries' traditions and national meals. Non-existence of the word, counterpart, in the other variety is caused by the absence of the object or specific idea in the other culture. In this case, the vocabulary is very closely connected to the countries' culture. Some objects generally known and used in one culture do not have to be common and known in the other one and vice versa. Therefore, some words are unique only for one of the cultures.

5. Data source, process and results

At the beginning, my goal was to collect as much equivalents as possible. I focused on the identical concepts, which are named differently in the US and in Britain. During the process of collecting equivalents, I also primarily focused on nouns. My preferred method was to explore various websites with the specialisation on vocabulary such as *The Oxford Learner's Dictionaries* (Oxfordlearnersdictionaries.com) or the online English website *Which English?* (Whichenglish.com). I have also found some pairs of words in the online dictionary *The Dictionary by Merriam-Webster* (Merriam-Webster.com). Also, the dictionary *Slovník amerikanismů* by Jaroslav Peprník helped me a lot as it offers a huge number of the American and British terms and gives the reader a deeper insight into the development of the American English language. The dictionary further deals with the origin of Americanisms, terms typical for American English, which stems in 1781. We talk about words that were created in America. Such Americanisms may have their counterparts in British English (*elevator - lift, gasoline - petrol, sidewalk-pavement*), or they can describe something specific American (*grizzly, bayou*), so their counterpart does not exist in British English. Another source I worked with is *The Online Etymology Dictionary*, where I found some useful information about certain words such as the year of words' origin.

Having some subconsciousness about when the words were created helped me to understand, why some concepts came to the phase, when there are two different terms for them. Many differences occurred after America gained independence on Britain on July 4, 1776.

My major concern was not to focus more on some specific areas, however, I tried to find the highest possible number of different terms for the same concepts without paying attention to their semantic areas. Again, it is necessary to highlight the importance and preference for exactly the same concepts with the same meaning. After finding as much equivalents as possible, I continued with creating the table in Microsoft Excel. The number of the American and British equivalents I have found climbed to about 212 pairs of words. I put the equivalents in the column on the left side of the table and then I examined whether it was an identical concept or not.

Then I started looking for some connections between the terms and often on the basis of hyponymy and meronymy, it began to show that some words belong to the same area. I wrote down some notes and, in the end, several semantic fields were found. Later, I continued with the table and put the semantic fields in the first top row of the table and assigned pairs of words to the individual semantic fields to find out, which semantic fields contain the highest number of differing terms. As a result, I have received the most common areas of differing British and American lexicology. It should be noted that this number is not final at all as there are many more such words (also many verbs for instance).

6. Analysis

When I got my 212 pairs of words, I was interested, where one would expect the most differences, in which areas there is the highest number of distinctions between American and British English and why it is so. As mentioned above in the previous chapter, the focus was made on finding some connections between individual pairs of words. In this case, we might focus on the so-called sense relation, which becomes significant in the way of structuring the vocabulary of a language. “*Sense relations are relations between concepts, more accurately, between discrete conceptual units.*” (Cruse 131) While some structure was not important during collecting the equivalents, later structuring the vocabulary gains on necessity. We feel that some words are closer in the meaning than some other words. “*The relation between dog and animal and between banana and fruit is much more 'interesting', from this point of view, than that between dog and banana.*” (Cruse 129)

For instance, *truck* and *motorcycle* are hyponyms of cars/vehicles and conversely, cars/vehicles is a superordinate term, hypernym, of *truck*. Another example is *a banana*, which is a hyponym of its hypernym fruit. Hyponymy is also a transitive relation. “*If A is a hyponym of B, and B a hyponym of C, then A is necessarily a hyponym of C (consider A = spaniel, B dog, C = animal).*” (Cruse 136). However, it is not a rule as there are always some exceptions.

Another relation, which may help during sorting words into semantic fields, is meronymy. While in the case of hyponymy we talk about a type-of relation, this time it is about a part-whole relation between individual words. For instance, *boot-trunk* and *bonnet-hood* are all parts of a car.

6.1 Transportation

Table 1: List of words – semantic field: transportation

Czech term	American English	British English
motorka	motorcycle	motorbike
letadlo	airplane	aeroplane
nákladní auto	truck	lorry
tramvaj	streetcar	tram
taxík	cab	taxi
kufr	trunk	boot
čelní sklo	windshield	windscreen
kapota	hood	bonnet
poznávací značka	license plate	number plate
zadní světlo	tail light	rear light
blatník	fender	wing
řadící páka	gearshift	gear lever
motor	motor	engine
tlumič	muffler	silencer
píchlá pneu	flat	puncture
chodník	sidewalk	pavement
povrch vozovky, dlažba	pavement	road surface
stanoviště taxíků	hack stand	cab stand
cesta vlakem	train ride	railway journey
odpočívadlo	pull-off	lay-by
úschovna zavazadel	baggage room	left-luggage room

zavazadlo	baggage	luggage
vjezd	driveaway	drive
řidič nákladního auta	truck driver	lorry driver
hromadná doprava	mass transit	public transport
železnice	railroad	railway
vagón	(railway) car	(railway) carriage
jednosměrná jízdenka	one-way ticket	single ticket
zpáteční jízdenka	round-trip	return ticket
letět druhou třídou v letadle	coach	economy
přechod pro chodce	cross walk	zebra crossing
objížďka	detour	diversion
semafory	stop lights	traffic lights
křižovatka	intersection	crossroad
nadjezd	overpass	flyover
kruhový objezd	traffic circle	roundabout
benzín	gas	petrol
benzínka	gas station	petrol station
blinkr	turn signal	indicator
dálnice	freeway	motorway
hlavní silnice	highway	main road
parkoviště	parking lot	car park
půjčit si auto	rent a car	hire a car

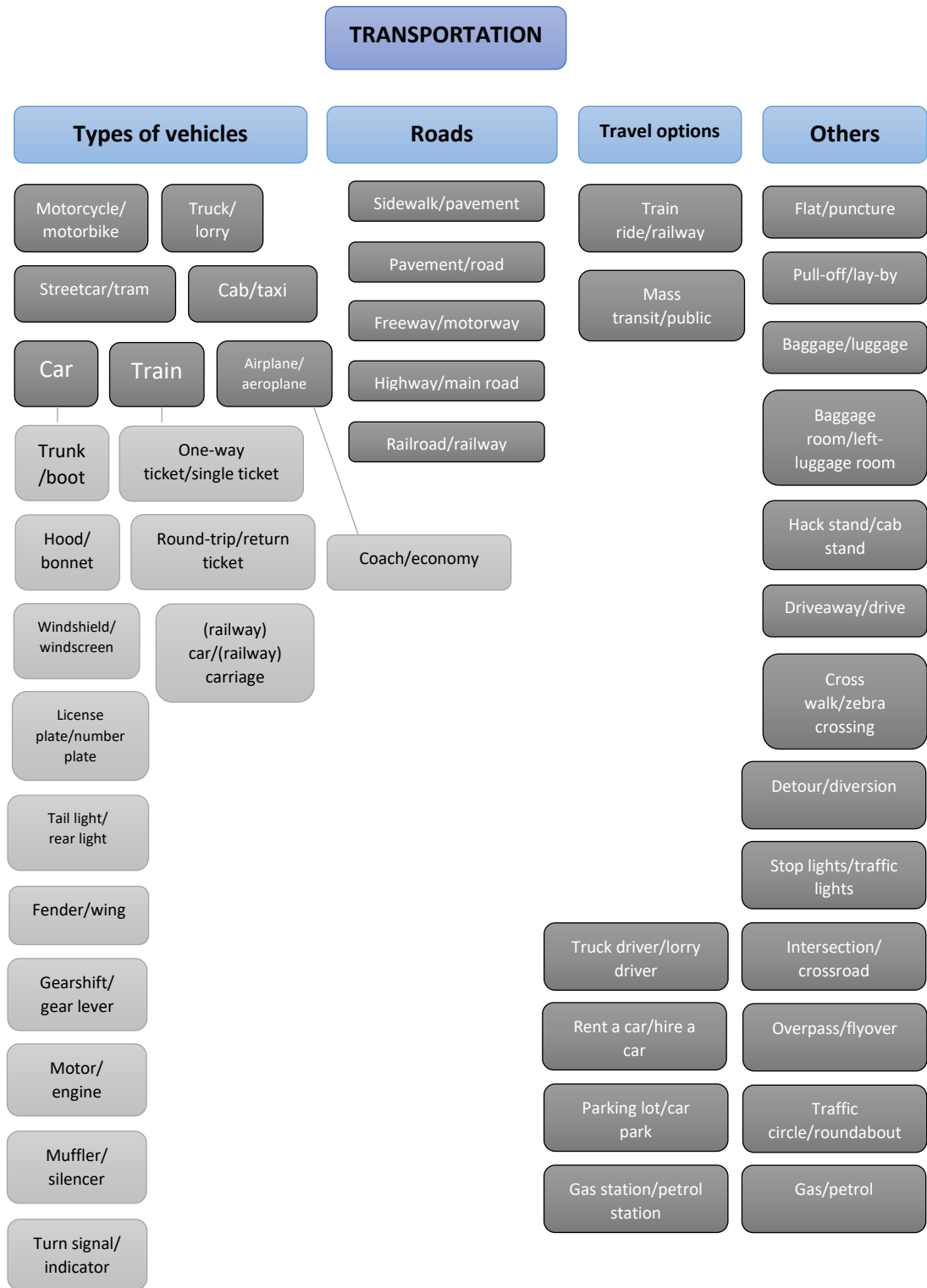


Figure 3: Scheme of the semantic field - transportation

If we take as an example equivalents *motorcycle-motorbike*, *truck-lorry*, *airplane-aeroplane*, *streetcar-tram* or *cab-taxi*, it may be noticed that each of the terms stands for a specific type of vehicles. This relation is called hyponymy, which is “one of the most important relations structuring conceptual fields”. (Cruse 134)

In the case of the British *aeroplane* and American *airplane*, both prefixes *aero-* and *air-* mean the same, the air. In both American and British English, one might use just the word *plane*. Perhaps, it is the speed of the American speech, which might lead to cutting out the “o” sound in the original *aeroplane* having come from the French word *aéroplane*. The term *airplane* could be perceived as a simplification, an easier way, in the case of pronunciation as while *aeroplane* is a three-syllable word, *airplane* is just a two-syllable. People have suspected, that as the thing travels through the air, the prefix ought to be *air-* for *airplane*.

Another example is the American *cab* and British *taxi*. Nowadays, the distinction between *cab* and *taxi* is quite blurred. Both *taxis* and *cabs* refer to a vehicle of transport for people to move from one place to another.

The Online Etymology Dictionary’s definition of *a cab* is:

„Originally a passenger-vehicle drawn by two or four horses; it was introduced into London from Paris in 1820. Extended to hansoms and other types of carriages, then extended to similar-looking parts of locomotives (1851). Applied especially to public horse carriages, then to automobiles-for-hire (1899) when these began to replace them.“

Another definition describes the later developed *taxicabs*:

“Licensed motorcar fitted with a taximeter, 1907, short for *taximeter cab*”

“The two separate terms exist because originally, there were horse-drawn "cabs" for hire. The problem was that cabmen were notoriously dishonest, and cheated customers by claiming longer or shorter distances traveled, or extorting money before leaving them in the right place. Then, someone invented "taximeters" - devices that could calculate the correct fare, based on time and distance; the fare would accumulate based on a clock when stopped - by distance traveled when moving. Cabs with taximeters were called "*taximeter cabs*." Eventually, automobiles were invented. Some automobiles were used as "cabs" - for hire, but without a taximeter. In 1907, when taximeters on automobiles finally took hold in London and New York, they called them "*taxicabs*" - short for "*taximeter cabs*;" and also "*taxi*" - short for *taxicab*... It is not clear yet what those types of cars will be called in the future.”

This is another perfect example of how language and its meaning change. There is a long history behind *cabs*, *taximeter cabs* and *taxicabs*, but nowadays, the general meaning is the same and there is no fundamental distinction.

Each vehicle consists of a number of individual items, parts. The best example of lexical distinctions is the description of a car. By taking an example of *car* into our consideration, several word pairs seem to fit in this area such as *trunk-boot*, *windshield-windscreen*, *hood-bonnet*, *license plate-number plate*, *tail light-rear light*, *fender-wing*, *gearshift-gear lever*, *motor-engine*, *muffler-silencer* or *turn signal-indicator*. All these words are the so-called meronyms of *car*, while *car* is their superordinate term, holonym. In the case of cars, one could think about two categories of words naming particular parts. There are some words such as *door*, *mirror*, *window* or *roof*, which in fact already exist and these words were basically borrowed and the concept which they denote is based on the original idea of the word itself. That means, when there is a word *door* being used as a part of the car, it is nothing new, because the term *door* already refers to *the door* in the house for instance. As a consequence of the fact, that the word already exists, there is no need to create a completely new and different term.

On the contrary, there are some objects calling for a new name such as the American *trunk* and British *boot*, *windshield* and *windscreen*, *hood* and *bonnet*, *license plate* and *number plate*, *tail light* and *rear light*, *fender* and *wing*, *gearshift* and *gear lever*, *motor* and *engine* or *muffler* and *silencer*. Therefore, the reason, why some words between AmE and BrE differs in this case, is the situation when we need to give a new name to a new concept, which has not been named yet. So, it happened that people in America named it in their way and British people in another one and that is why we talk about two different terms referring to the same concept, but being called differently on the both sides of the Atlantic. It is interesting to take a deeper look in the origin of term *boot* in the following quotation.

“In the case of the English "boot", the origin is that in the 18th and 19th centuries, the coachman used to sit on a locker where he could store, among other things, his boots. For this reason, this was termed the "boot locker" and after a while an additional compartment situated at the rear of the coach was used, also called for the same reason the "boot" (for short).“ (Alain Pannetier. Comment on „'Stick it in the boot.' 'Er, don't you mean the trunk?'“)

Another word pair, which seems to be familiar with the rest of previously mentioned terms, is *flat-puncture*. American *flat* and British *puncture* are words, which name a tyre blowout. It is an error of a part of car; therefore, it comes to our mind while working with terms describing car items.

Then, there are certain places where cars and people are moving. In American English it is *sidewalk* and in British English it is called *pavement*. Again, there are two terms for one concept, a path for pedestrians which is situated at the side of a road. Americans call it *sidewalk*, probably because of people walking at the side of a street. In Britain, such path is known as *pavement*. Both terms *sidewalk* and *pavement* describe the place which is intended only for pedestrians. Cars and bicycles are not allowed to drive on *the pavement* in Britain, but it is not unusual to see a bicycle on this path as sometimes there is a lack of cycleways and some people might be afraid to drive on frequent roads with many cars and especially in the heavy rush hour traffic. The place where cars are supposed to move on is known as *pavement* in the US and *road surface* or simply *road* in the UK.

To sum it up, *sidewalk* is used or should be used by people and *pavement* is the place, where cars drive on in America. In Britain, people walk on *pavements* and cars drive on *roads* or *a road surface*. Therefore, we must be careful, which vocabulary we use in which context and variety. Not only *truck drivers* and *lorry drivers*, but also all other drivers are expected to obey road traffic rules especially in the area of *intersection-crossroad* one must follow the instructions of *stop lights-traffic lights*, further one must follow certain rules when moving on *highway-main road*, *traffic circle-roundabout* or *overpass-flyover* and *driveaway-drive* can be used as well. When there is some work on the road, drivers must follow the signs for *detour-diversion*. However, even pedestrians must behave properly in the close area of busy roads and they should use a *cross walk-zebra crossing*. In other case it is risky and dangerous. While travelling in a city, the easiest way is to use the *mass transit-public transport*. There is always some possibility to place your *baggages-luggages* in a *baggage room - left-luggage room* for just a little fee. There are also many *hack stands-cab stands* in each larger town, so, one could consider taking a taxi too. When one decides to go on holidays by car, the fastest solution is *freeway-motorway*. If the *gas-petrol* is needed, one must look for the nearest *gas station-petrol station*. Each station has its own *parking lot-car park*. During the journey on *freeway-motorway* one passes many *pull-offs - lay-bys* intended for people who need to take a break from the journey and rest or sleep a bit before the continuation. If one does not own a car, there is a possibility to *rent-hire a car*. Another option how to travel is *a train ride-railway journey* on a *railroad-railway*. As in other vehicles of public transport, one may choose if he or she prefers to buy *a one-way ticket-single ticket* or *a round-trip – return ticket* and choose his or her place in *a railway car-railway carriage*. When travelling by plane, there is another option of choice between sitting in a first class or second class. The second option is the one which is used by majority of people and it is called *coach* in the United States and *economy* in Britain. After thinking about each word-pair independently, we may notice that they all have something in common. We get perfect examples of vehicles, car items, some equivalents calling the surface for transportation, also many terms which are useful for travelling, words describing the ways of travelling and many others connected with driving and transportation.

Here we come to the first possible field of different British and American lexicology. The field of transportation further consists of several sub-fields such as already mentioned vehicles founded on the basis of hyponymy, parts of cars as meronyms of their larger whole, travel options and other sub-fields which are not that large and consists of only a few word-pairs.

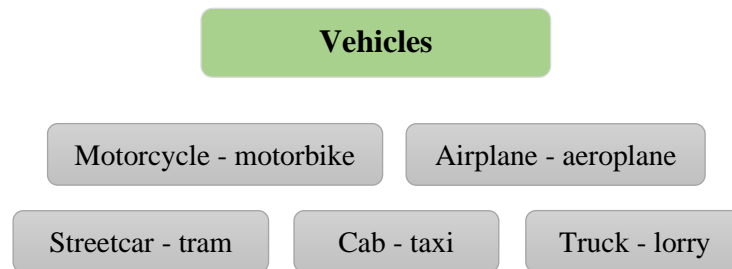


Figure 4: Hyponymy – types of vehicles

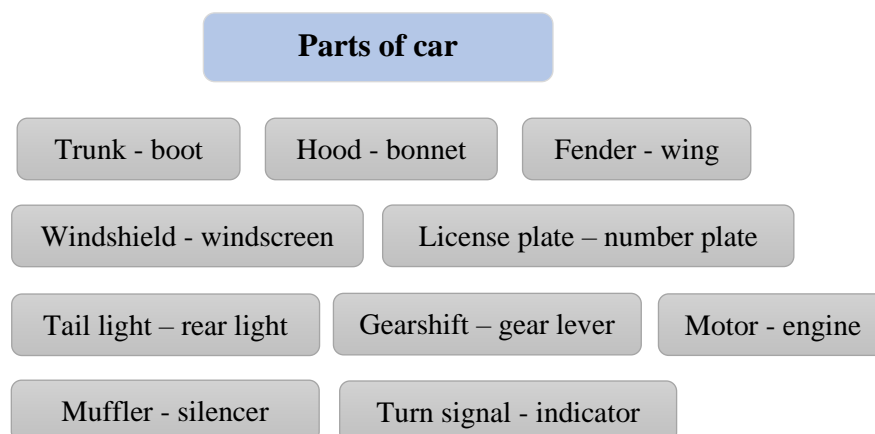


Figure 5: Meronymy – parts of car

6.2 Clothing

Table 2: List of words – semantic field: clothing

Czech term	American English	British English
večerní róba	robe	dressing gown
vesta	vest	waistcoat
nátělník	tank top / undershirt	vest
kalhoty	pants	trousers
pánské spodní prádlo	underwear	pants
kalhotky	panties	knickers
plavky	bathing suit	swimming costume
podvazky	garters	suspenders
kšandy	suspenders	braces
punčochy	pantyhose	tights
zip	zipper	zip
pláštěnka	slicker	mackintosh
dětské dupačky	jump suit	play suit
tkanička	string	lace
větrovka, bunda	windbreaker	windcheater
šála	scarf	muffler
žabky	thongs	flip-flops
gumáky	rubber boots / galoshes	wellington boots
tenisky	sneakers	trainers
obuv do tělocvičny	gym shoes	plimsolls
kopačky, boty na fotbal	soccer shoes / soccer cleats	football shoes / football boots

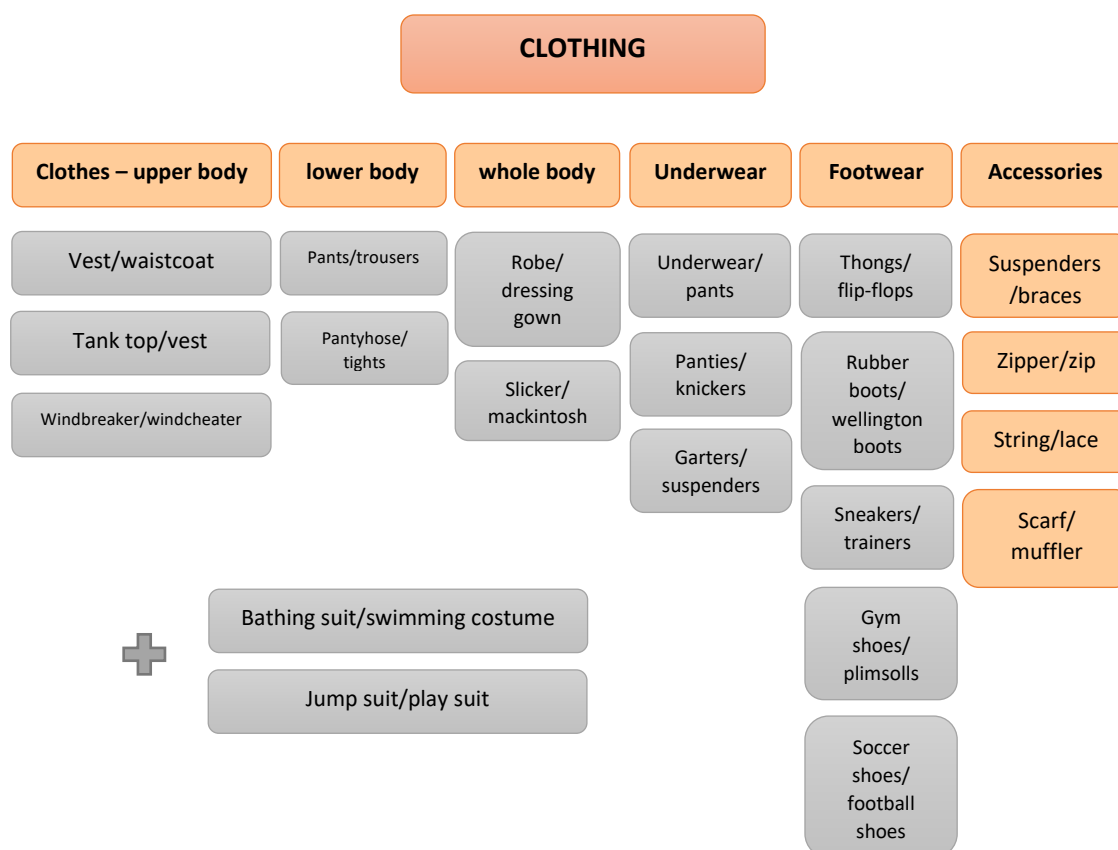


Figure 6: Scheme of the semantic field - clothing

There are many words which seems to be similar and familiar, but in a different way than the words already mentioned. Word-pairs such as *vest-waistcoat*, *tank top/undershirt-vest* or *windbreaker-windcheater* are items which are covering the upper part of body. In AmE, the term *vest* means something like the Czech *vesta* and British *waistcoat*. The word itself rather classifies something, what people usually wear over another type of clothes like sweater or shirt. The American *tank top* or *undershirt* supposedly refers to the British *vest* and Czech *nátělník*. In this case, it is something quite opposite to the previous meaning because *a tank top* is more likely to be worn under another piece of clothing.

Then, there are also items covering the lower part of body, for instance *pants-trousers* and *pantyhose-tights*. As mentioned previously, embarrassing situation would arise if one was not familiar enough with the lexical distinctions. The American term *pants* has the same meaning as *trousers* in BrE and the word *underwear* means the same in AmE like *pants* in BrE. If a woman is going to spend an evening in the cultural atmosphere,

she probably chooses *a robe-dressing gown*. When it is raining outside, one may decide if he or she takes an umbrella or *a slicker-mackintosh* in order not to get wet. Another case is when the weather is hot and one decides to go swimming, he or she wears *a swimming costume* in Britain and *a bathing suit* in the US. Other distinctions appear between the American *garters* and British *suspenders* and American *suspenders* and British *braces*. The item of clothing, which is made to hold trousers up, is called *braces* in the UK, *suspenders* in the US and the Czech translation is the so-called *kšandy*. British *suspenders* refer to the ladies' item of clothing, which is called *garters* in America and *podvazky* in the Czech language. Therefore, suggesting the British friend to come on the American meeting wearing *suspenders* and *pants* would lead to another misunderstanding and confusion, especially for the British friend.

By The Online Etymology Dictionary, the origin of the word *suspenders* dates back to 1806 with the meaning of "straps for holding up trousers, etc.", which remained till today in American English.

Apart from *garters-suspenders*, there are also word-pairs such as *underpants-pants* and *panties-knickers*. Both word-pairs call a specific type of clothing – underwear. In this case, we again get an example of hyponymy as the equivalents *underpants-pants* and *panties-knickers* are kinds of underwear, which is again a part of something larger.

There is also another pair of words and it is *a zipper-zip*, which is an example of meronymy as it is a part of some clothing item such as a blouse, top, trousers, shorts or boots. *A scarf-muffler* is another accessory besides *suspenders-braces*. Besides talking about items predominantly for adults, the children should be taken into consideration as well. There is an example and a representative of children section in a word-pair *jump suit-play suit* with the Czech translation as *dětské dupačky*. The following set of terms includes words having the same function. All the words refer to items, which are being worn on our feet, therefore, the function is the same even though the shape, size and colour may vary. The examples of such words are *flip-flops-thongs*, *rubber boots/galoshes-wellington boots*, *sneakers-trainers*, *gym shoes-plimsolls* and *soccer shoes/cleats-football shoes/boots*. A meronym of some kinds of shoes is a word-pair *string-lace*.

There are many words in AmE and BrE, which seems to have the same function as the previous examples, however, they do not differ in American and British English. Such examples are *crocs*, *sandals*, *mocassins*, *ballerina flats*, *gladiators*, *oxfords*, *high heels* and *business shoes*. There are also lots of words describing shoes, which are typically used for some kind of activity like *hiking shoes*, *climbing shoes*, *running shoes*, *trekking shoes* or *outdoor shoes*, but they are not distinct as well. For instance, some distinctions are notable in American *flip-flops* and British *thongs*. The Online Etymology Dictionary dates *flip-flops* with the meaning of “*plastic thong beach sandal, imitative of the sound of walking in them*” back to 1970 and The Oxford Learner’s Dictionaries dates the sound of „*something that flaps or flops*“ back to the mid-17th century. The origin of the word *flip-flops* is based on onomatopoeia and is derived from the sound that is made by walking in them. The origin of the term *thongs* “as a kind of sandal” stems in 1965. The OALD description is the same for British *flip-flops* and American *thongs* as well: “*a type of sandal (= open shoe) that has a piece of leather, etc. that goes between the big toe and the toe next to it.*” The following chart shows, that even in 1920s the word *thongs* was mentioned in some British English literature. From 1990s, *flip-flops* became more common term among people, especially among the younger generation.

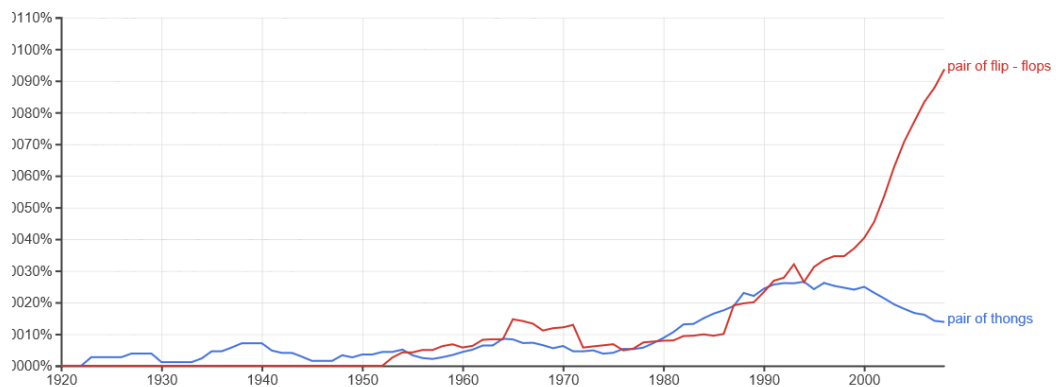


Chart 1: the usage of *flip-flops* and *thongs* in British English corpus

Then there is a special kind of footwear, more specifically, shoes being worn for sports. While in America people wear *sneakers*, in Britain they usually wear *trainers*. In British English such shoes are called *trainers* probably because one can wear them also for training. The Americans call them *sneakers*. The OALD comes up with one identical definition for both *sneakers* and *trainers* as well: “a shoe that you wear for sports or as informal clothing“.

The Etymology Online Dictionary offers the following definition: „meaning “rubber-soled shoe” is attested from 1895, American English; earlier *sneak* (1862), so called because the shoe was noiseless.“ Thus, the Americans called them *sneakers* as they were suitable for sneaking around in.

From the charts below it is obvious, that the term *trainers* is much more common than *sneakers* in Britain. The second chart shows, that the word *sneakers* is being more frequently used in America than in Britain, however, it also shows that the term *trainers* is also well-known among Americans and is quite often used in the American literature as the term *trainers* may also refer to coaches, people who train their students.

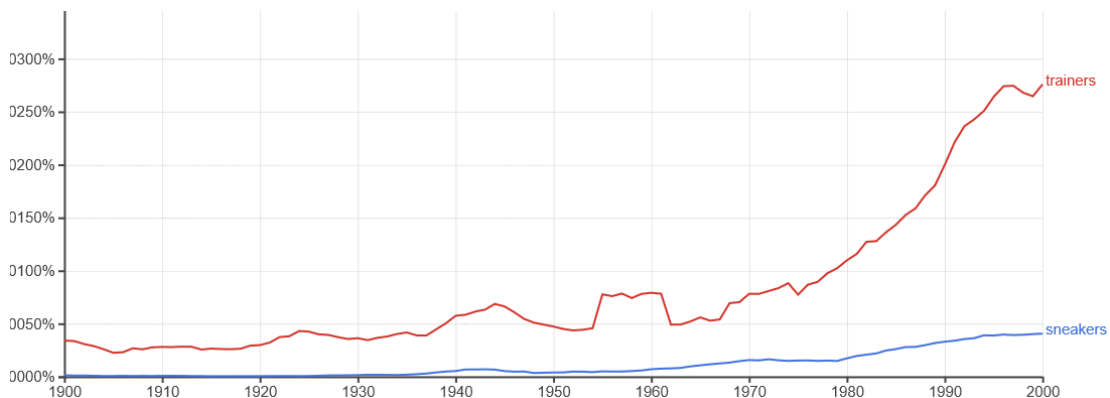


Chart 2: the usage of *trainers* and *sneakers* in British English corpus

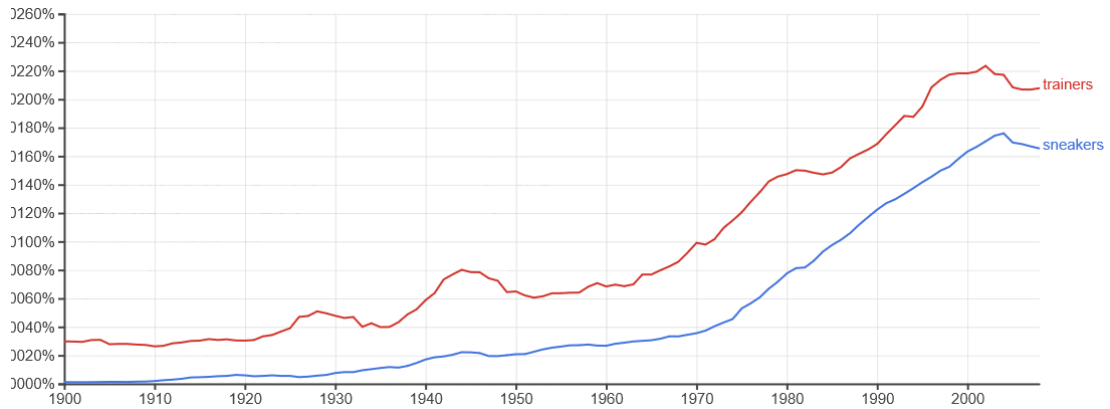


Chart 3: the usage of *trainers* and *sneakers* in American English corpus

„The origin of the footwear we know as *sneakers* has its beginnings in an 1862 book titled, *Female Life in Prison, By a Prison Matron*. In the first volume of the two volume set of books written by Frederick Robinson about prison life for females in England in the 19th century, he uses the word “sneaks” to refer to the shoes the guards (matrons) use in the prison.“ (Ganniger, Knowledge Stew)

Nevertheless, the word *sneak* does not come from the excerpt above. According to the OED, the use of the verb *sneak* already having its today’s meaning originate in 1550s. The noun *sneak* with the meaning "a sneaking person; contemptible fellow" dates back to the 1640s. In America, one goes to the gym with his or her *gym shoes*, whereas in Britain with *plimsolls*. The British term *plimsolls* originate in 1907 and is described as “‘*rubber-soled canvas shoe*‘ because the band around the shoes that holds the two parts together reminded people of a ship's *Plimsoll line*“ in OED. The OALD offers the same definition for *plimsolls* or *pumps* and *gym shoes*: “a light simple sports shoe made of canvas (= strong cotton cloth) with a rubber sole“. The following chart shows that in Britain, *gym shoes* were quite frequently used in 1940s, early 1950s and later also in 1980s. However, from 1970s the term *plimsolls* is more common in British English. From the second chart, the dominance of the usage of *gym shoes* is obvious at first glance.

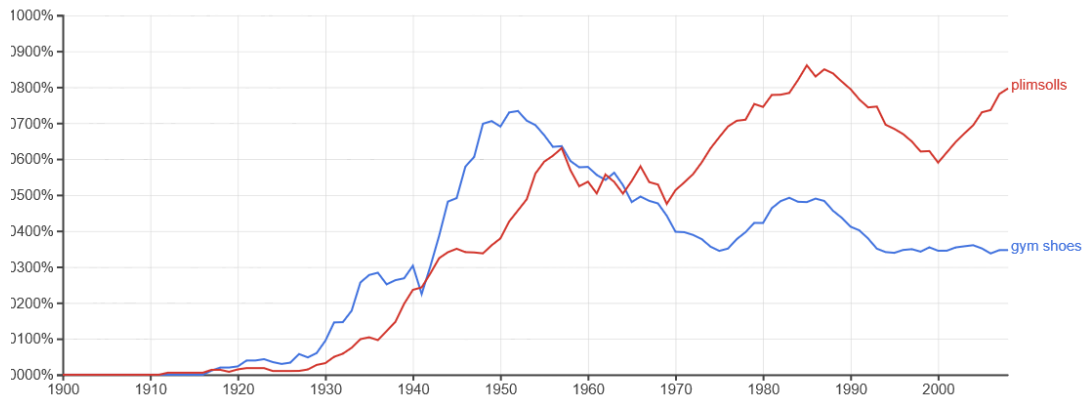


Chart 4: the usage of *plimsolls* and *gym shoes* in British English corpus

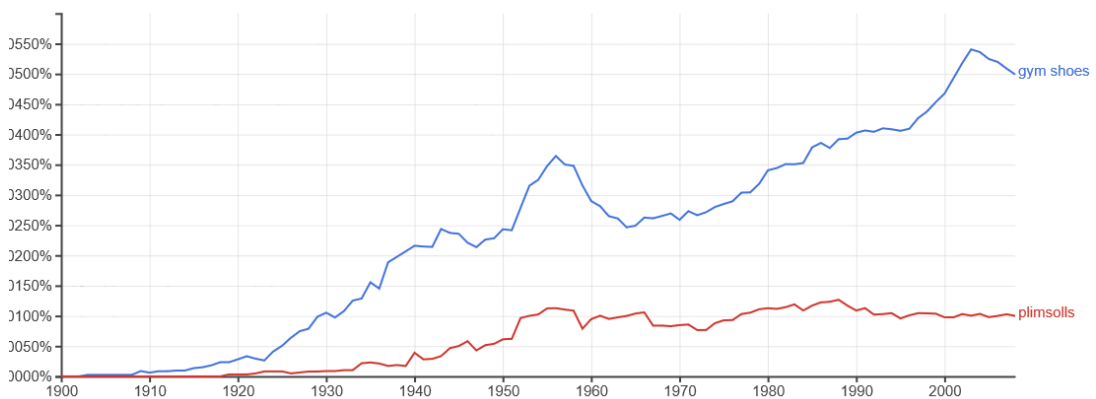


Chart 5: the usage of *plimsolls* and *gym shoes* in American English corpus

In America, people enjoy playing or watching soccer, while in Britain, they play football. That is why players in America wear *soccer shoes* or *soccer cleats* and *football shoes* or *boots* in Britain. The first chart is simple and says that *football boots* are most common in British English. The terms *soccer shoes* or *soccer cleats* are not common in Britain. However, it must be emphasized that even in America players wear *football shoes* or *boots*, but for a different occasion as there exist two distinct sports – soccer and American football. Thus, according to the second chart, everything seems to be a bit complicated. *Football boots* and *football shoes* might be rather used for American football in the American context. However, it is not the exact game as British football.

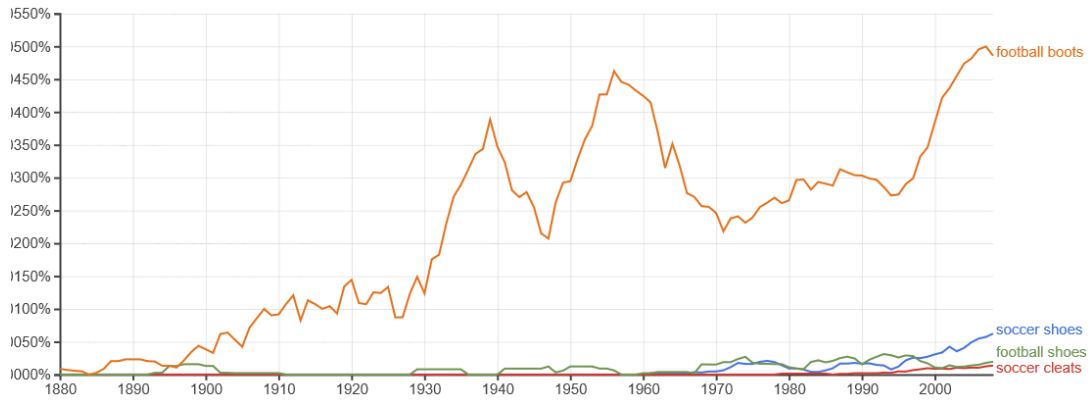


Chart 6: the usage of *football boots*, *soccer shoes*, *football shoes* and *soccer cleats* in British English corpus

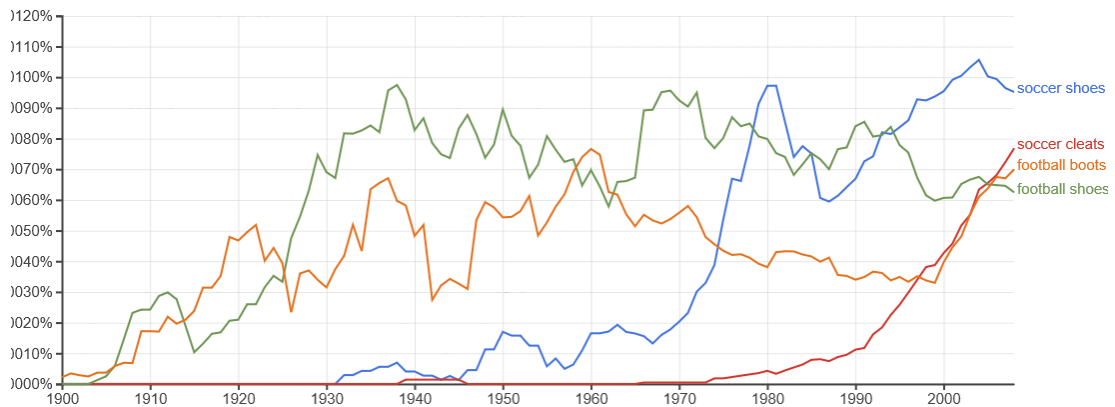


Chart 7: the usage of *football boots*, *soccer shoes*, *football shoes* and *soccer cleats* in American English corpus

The definition of *soccer* and *football* is the same in OALD: “a game played by two teams of 11 players, using a round ball which players kick up and down the playing field. Teams try to kick the ball into the other team’s goal.” The word *soccer* developed in the late 19th century as an abbreviation of Association football by using the first letters “Assoc + -er”.

We get another semantic area and it is the field of clothing consisting of a few sub-fields such as clothes (covering upper, lower or the whole body), underwear, some accessories and last but not least, footwear.

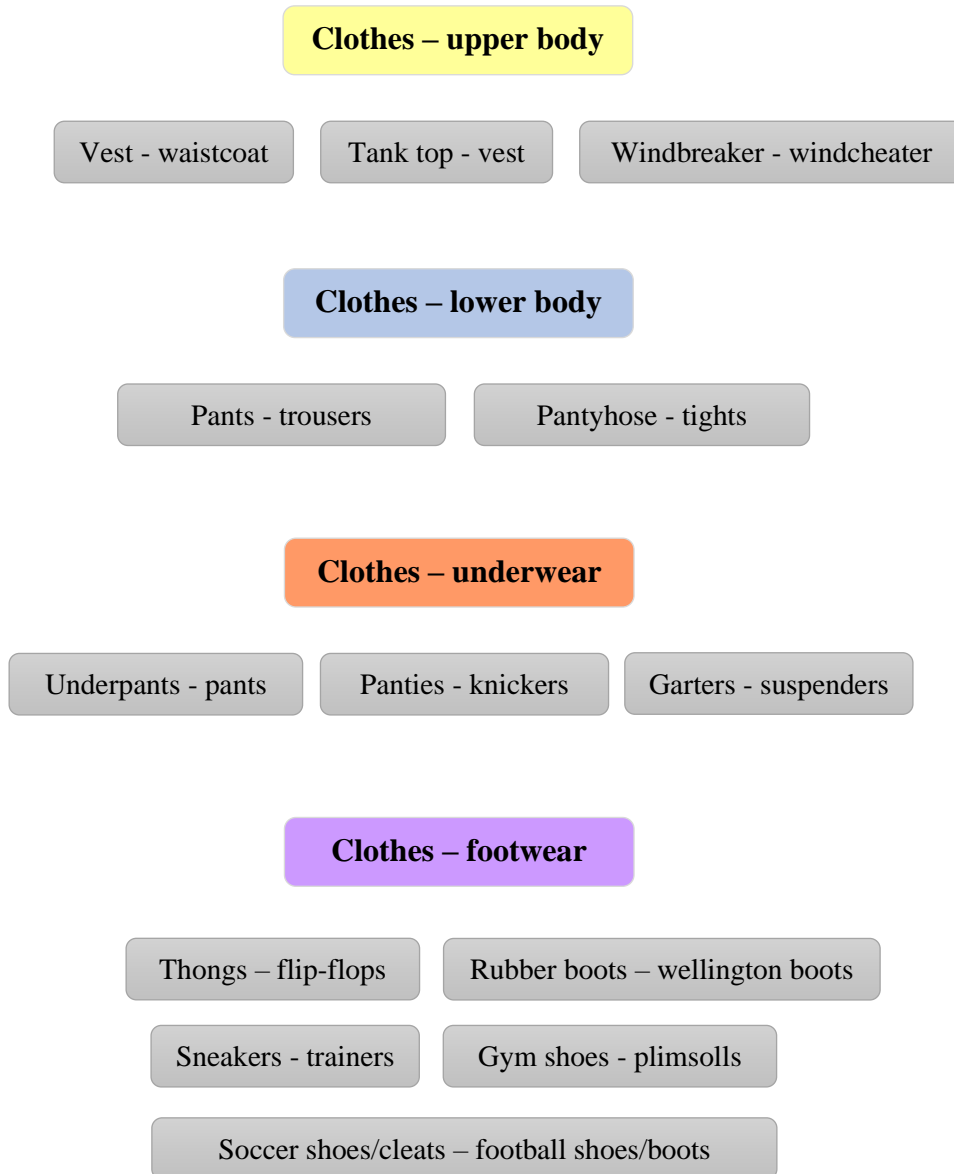


Figure 7: Hyponymy – types of clothes covering the upper body, lower body, types of underwear, footwear

6.3 Housing

Table 3: List of words – semantic field: housing

Czech term	American English	British English
bytový dům	apartment buildings	block of flats
byt	apartment	flat
řadový dům	row house	terraced house
dvojdomek	duplex	semi-detached house
bungalov	ranch	bungalow
obytný přívěs	trailer	caravan
zahrada	yard	garden
přízemí	first floor	ground floor
první patro	second floor	first floor
poštovní schránka	mailbox	letter box
okap	downspout	drainpipe
toaleta	bathroom	toilet
podkroví	attic	loft
dětská postýlka	crib	cot
stůl	desk	bureau
prádelník, komoda	dresser	chest of drawers
závěsy	drapes	curtains
zásuvka	electric socket	power point
plotna	burner	hob
kredenc, skříňka na nádobí	closet	cupboard
vodovodní kohoutek	faucet	tap
umývat nádobí	doing the dishes	washing up
vysavač	vacuum	hoover
sporák	stove	cooker
pánev	skillet	frying-pan
příbor	silverware	cutlery
popelnice	trashcan, garbage can	dustbin
žínka	wash-rag	face-cloth

umyvadlo	washbowl	wash-basin
vana	tub	bath
veranda	porch	verandah
žaluzie	shade	blind
výtah	elevator	lift
schodiště	stairway	staircase/stairs
spolubydlící	roommate	flatmate

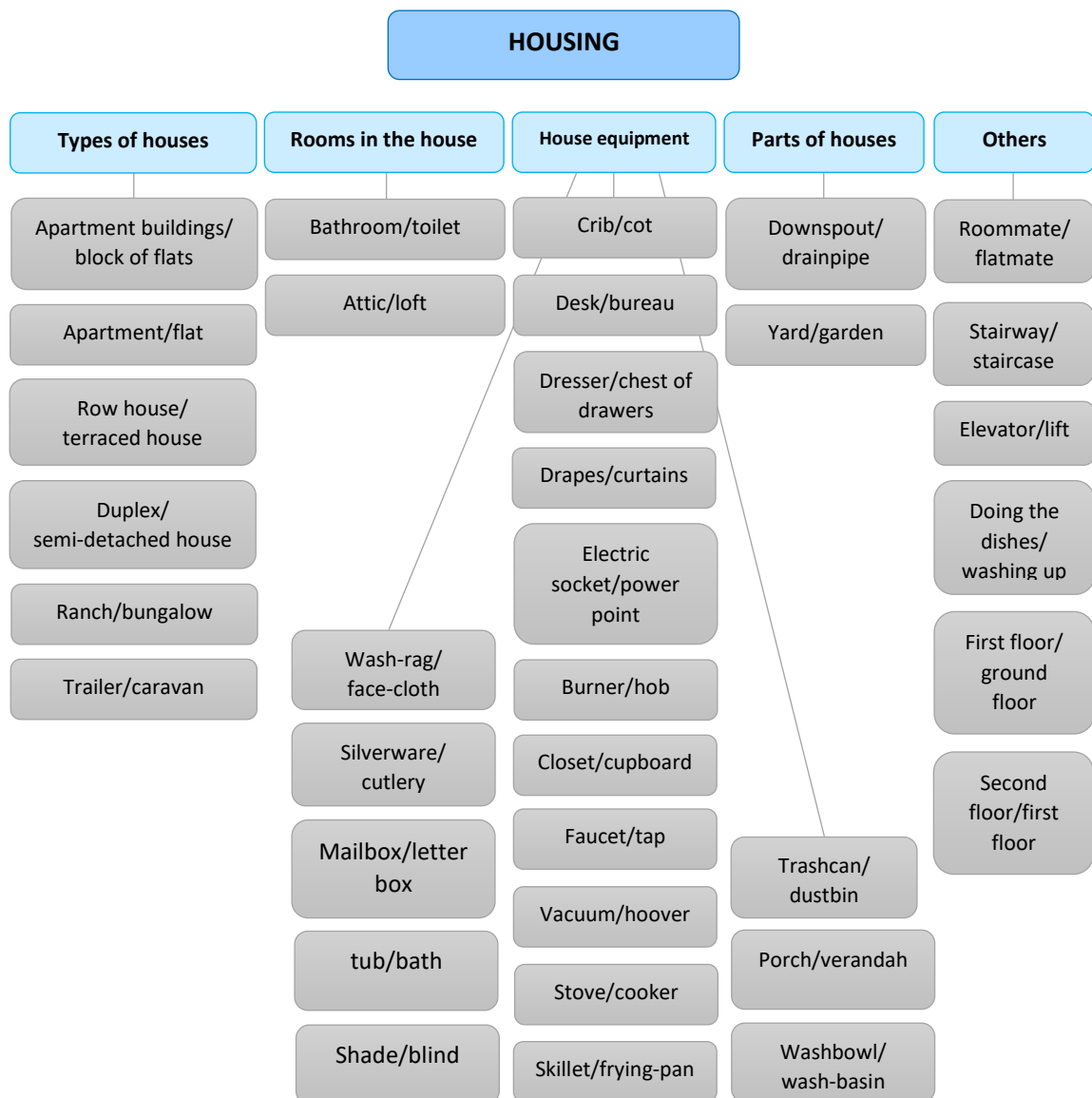


Figure 8: Scheme of the semantic field - housing

Then, there are many other words naming the place where people live. These concepts are known under different terms across the Atlantic. Americans live in *apartment buildings*, whereas Brits in *block of flats*, a large building with American *apartments* or British *flats* on each floor. Another familiar term is *terraced houses*, which are joined together on each side and have neighbours on each side. Americans use the term *row houses* as a counterpart of British *terraced houses*. The OALD offers the same definition for terraced houses as well as for row houses, what confirms that we talk about the identical concept. “*A house that is one of a row of houses that are joined together on each side.*” In Britain one can live in a *semi-detached house*, a house that is joined to another house by a wall on one side that is shared, and its American counterpart is a *duplex*. British *bungalow*, a house built all on one level without stairs, or *garden* correspond with their American equivalents a *ranch house*, house that is very wide but not very deep from front to back and has a roof that is not very steep, and *yard*. Misunderstanding could occur, when an American travels to Europe and books a room in a hotel. While for British receptionist it is natural to send him on the first floor, the American guest would be confused because *first floor* means for him the British *ground floor*. If they want to avoid misunderstanding, the receptionist should tell him rather about *the second floor* as Americans call the British *first floor* or the American guy should be aware of these distinctions, when travelling to Great Britain. In front of each house one can find a *letter box* or its American counterpart, a *mailbox*. When it rains, a *drainpipe* plays a significant role as well as a *downspout*, its equivalent in AmE.

There are also some other words which seem to fit into this area. Whereas in Britain people usually use the term *toilet*, Americans prefer the word *bathroom*. Each Brit has its own bathroom and toilet in their flat or house, sometimes it is combined together. In Britain, bathroom refers to the place where a washbasin, a mirror, a washing machine and a bathtub or a shower or both are situated. Toilet is usually a small room, where just a toilet can be found. Toilet in people's houses can also be called the lavatory, or informally, the loo. The word toilets in plural can also refer to *public toilets*, a room or a small building containing several toilets, each in a separate smaller room. One might also see the words Gents (for men's toilets) or Ladies (for women's toilets). On the contrary, in America people never use the term *toilet*, they rather use *the bathroom*. *Public toilets* can also be called *restroom*. Especially in Canada, *the washroom* is used quite frequently. Another room inside a house is a space just below the roof, where people usually store old things, which they do not use in everyday's life, but they want to keep them, the British *loft* and American *attic*. The term *loft* could be also understood as a part of a room that is on a higher level than the rest. Sometimes people make a so-called loft conversion, which means that *the loft* has been made into a room for living in. Some distinctions in the house equipment could be also noticed. First the British expression with its following American equivalent, *cot – crib, bureau – desk, chest of drawers – dresser, curtains – drapes and power point – electric socket*. Concerning the kitchen equipment, in Britain people cook on *the hob*, while in America on *the burner*. In Britain they use for all the glasses, cups, plates and bowls *a cupboard*, but in America they have *a closet*. Here we come to another large semantic area – housing. The term housing is quite general as it comprises many sub-categories again. We can distinguish words naming types of houses (sense relation: hyponymy), rooms in the house or terms referring to the house equipment (some words on the basis of meronymy).

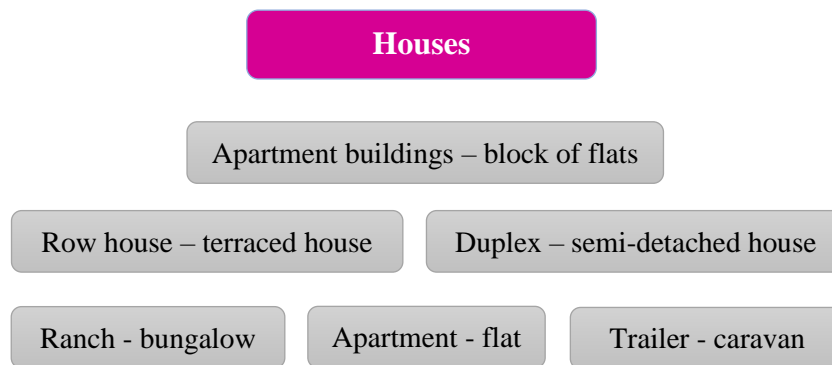


Figure 9: Hyponymy – types of houses

6.4 Food

Table 4: List of words – semantic field: food

Czech term	American English	British English
brambůrky	chips	crisps
hranolky	(french) fries	chips
marmeláda, džem	jelly	jam
želé	jell-o	jelly
sušenka	cookie	biscuit
koláč, buchta	biscuit	scone
celozrný chléb	wholewheat bread	wholemeal bread
rybí prst	fish stick	fish finger
cuketa	zucchini	courgette
lilek	eggplant	aubergine
řepa	beet	beetroot
římský salát	romaine lettuce	cos lettuce
krevety	shrimps	prawns
rumpsteak	sirloin	rump steak
čekanka	endive	chicory
mleté maso	ground meat	minced meat
ovesná kaše	oatmeal	porridge
kukuřice	corn	maize
předkrm	appetizers	starters

párek	sausage	banger
plechovka	can	tin
pudink	dessert	pudding
sladkosti	candy	sweets
pšeničný chléb	wheat bread	brown bread
dortíček	cupcake	fairy cake
nanuk	popsicle	ice lolly
tvrdý alkohol	liquor	spirits
jídlo s sebou	to go	take-away
zkažené potraviny	spoiled food	gone off

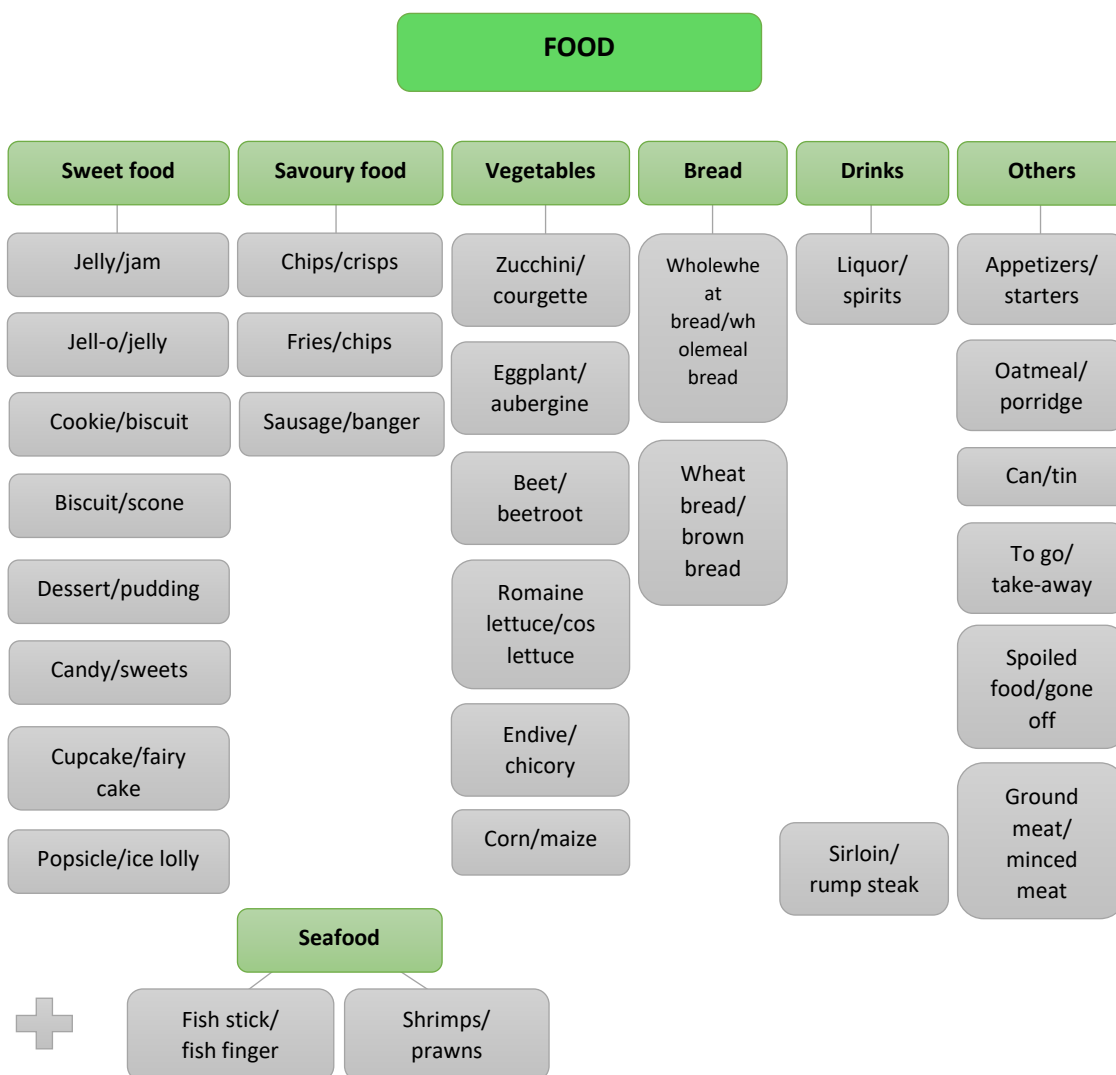


Figure 10: Scheme of the semantic field - food

There are two terms referring to the same concepts such as the American *chips* and British *crisps* or American fries and British chips. In the case of the traditional British meal *fish and chips*, Americans either keep the original term *fish and chips* or they sometimes tend to call the meal *fish and fries*. However, even if they leave it as *fish and chips*, the US people would understand. Another examples of dissimilarities between the two Englishes are findable in British words *jam* or *jelly* and their American equivalents *jelly* and *jell-O*. The sweet food you put on the bread is called *a jam* in Britain and *a jelly* in America. British *jelly* is something like the American *jell-O*, a cold sweet transparent food made from gelatin, sugar and fruit juice, that shakes when it is moved. It is eaten as a dessert or with salads. Further, there is a huge amount of debate about what is *a cookie* and how *a biscuit* looks like. It depends, which side of the Atlantic you live on as these terms are used differently in the USA and in Britain, unsurprisingly. The following analysis deals with the concepts of *biscuit*, *cookie* and *scone*. The Americans have *cookies* and Brits *biscuits*. The traditional American *cookie* is bigger, rounder and slightly softer than its British friend. The OALD describes *a cookie* as „*a small flat sweet cake for one person, usually baked until crisp.*“ A British *biscuit* is generally smaller than American *cookies* and usually of all shapes, sizes and colours. A single *biscuit* belongs to the packet, which contains several *biscuits*. The British *biscuit* may contain currents and two *biscuits* could be pressed together with a filling or might be topped with a chocolate or cream, which sets them apart from their American counterpart. The American *cookie* is in fact nearly the same as the British *cookie*, however, even if we talk about one concept, we do not have two terms for it in this case. Concerning *the biscuit* in the British context, one imagines something sweet, a confection. This *biscuit* could be translated into Czech like *sušenka*. The pictures attached below show the traditional American *cookies* (left) and British *biscuits* (right). Again, British *biscuits* may have many different sizes and shapes as well as the American *cookies*. However, even though they can have different shapes, they still have the same function – we talk about identical concepts.



Figure 11: American *cookies*



Figure 12: British *biscuits*

The American *biscuit* does not refer to a confection, but it rather refers to a small, soft round cake semantically similar to a British *scone*. When we look at the pictures attached below, we can say that this is one concept, which is expressed in two different ways - *a biscuit* in American English (left) and *a scone* in British English (right).



Figure 13: American *biscuit*



Figure 14: British *scone*

The word *biscuit* comes from Latin.

„A look at early (pre-1800) English dictionaries points to a possible source of confusion early in the career of biscuit. Two dictionaries—Edward Phillips & John Kersey, *The New World of Words: Or, Universal English Dictionary* (1706) and John Kersey, *Dictionarium Anglo-Britannicum: or, a General English Dictionary* (1708)—have identical definitions for *biscotin*: *Biscotin*, (F.) a sort of Confection made of fine Flower, the Whites of Eggs, Powder-Sugar, &c.

But John Kersey, *A New English Dictionary; or, A Compleat Collection of the Most Proper and Significant Words, and Terms of Art commonly used in the English Language* (1713) has this very different definition for *bisket*: *A Bisket*, a sort of bread.“ (Sven Yargs. Comment on „How did “biscuit” come to have a distinct meaning in North American English?“)

While the definition of *a biscotin* might describe the modern English *biscuit*, the description of *a bisket* refers to the American *biscuit*.

Having considered the American *cookie* and British *biscuit*, it is a thing we look for, one concept. The case of the American *biscuit* and British *scone* seems to be relevant for us as well as it appears to be an identical concept being expressed by two different terms in both British and American English. Another distinctions are notable in the following word-pairs – *zucchini-courgette*, *eggplant-aubergine*, *beet-beetroot*, *romaine lettuce-cos lettuce*, *shrimps-prawns*, *sirloin-rump steak*, *endive-chicory*, *oatmeal-porridge*, *corn-maize*, *ground meat-minced meat*, *wholewheat bread-wholemeal bread*, *fish stick-fish finger*, *wheat bread-brown bread* or *sausage-banger*. Further, some differences in the lexicology between the two varieties are to be found in pairs such as *appetizers-starters*, *dessert-pudding*, *candy-sweets*, *cupcake-fairy cake*, *popsicle-ice lolly*, *can-tin* or *liquor-spirits*. When being in hurry, one may also use the *to go* - *take-away* service. All these words have one common function; therefore, we can put them all in one specific category of food. Again, this field consists of more specific categories as sweet or savoury food, vegetables and its hyponyms, bread or drinks.



Figure 15: Hyponymy – types of sweet food

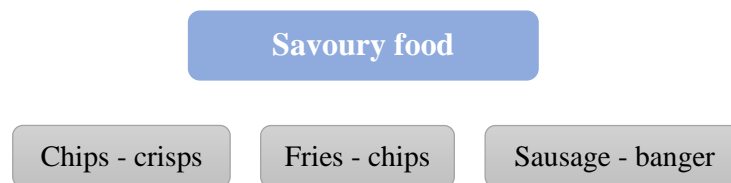


Figure 16: Hyponymy – types of savoury food

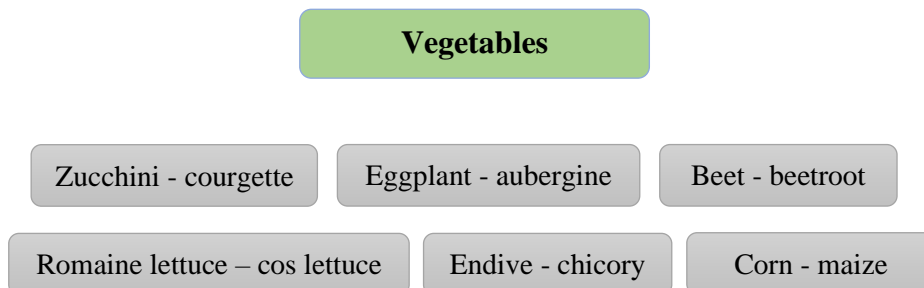


Figure 17: Hyponymy – types of vegetables

6.5 Education

Table 5: List of words – semantic field: education

Czech term	American English	British English
soukromá škola	private school	public school
státní škola	public school	state school
známky	grades	marks
prázdniny	vacation	holiday
základní škola	elementary school	primary school
střední škola	high school	secondary school
vysoká škola	college	university
prvňák	first-grader	first-former
třída, ročník	grade	form
guma	eraser	rubber
rozvrh	schedule	timetable
akademický/učitelský sbor	faculty	academic staff
ředitel	principal	headmaster
třídní učitel	class president	form master
sborovna	teacher's lounge	staff room
školník	janitor	school porter
domácí úkol	homework	home assignment
vysvědčení	report card	(school) report

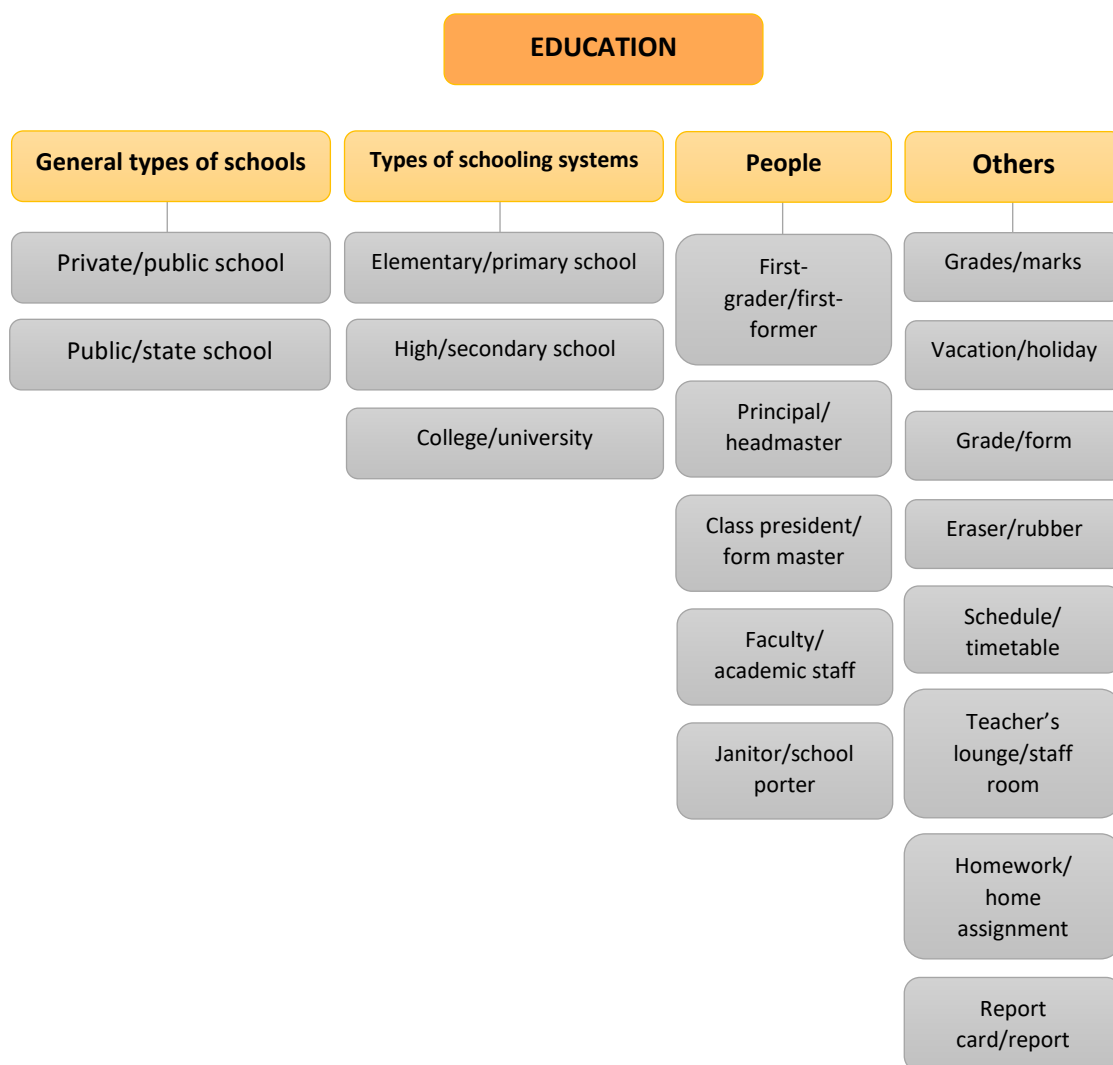


Figure 18: Scheme of the semantic field - education

There are three types of schools in America and Britain, however, two of them are called differently at both places. The first kind is the one, for which the funding is not provided by the state government and students who attend such school must pay the tuition fee. Such schools are called *private schools* in the US and *public schools* in the UK. Then there is the second type of schools, which is offered to all students with no charge. These schools are called *state schools* in Britain and *public schools* in America. *Home schools* may be found in the US as well as in Britain.

Students at schools get their *marks* in the United Kingdom, however, American students receive *grades*. At the end of the year, they are excited because of the *holiday* coming closer in Britain and *vacation* in the US. Before they go on holiday-vacation, students receive *a report card-school report* with their final marks. British *primary school* is the equivalent of the American *elementary school*. A student of the first grade is called *a first-former* in the UK and *a first-grader* in the US. Children attending the first grade are usually not experienced enough, so sometimes they need to use *a rubber* at British schools and the American children use *an eraser* to correct their mistakes. Students and teachers must follow the fixed *timetable* in Britain and *schedule* at American schools. Students must work on their *homework-home assignment* in order to complete all the requirements needed for their mark. All teachers together create *an academic staff* in the UK and they are called *faculty* in the US. The head of all the teachers and school is *a headmaster* in Britain, while in America it is *a principal*. The main teacher of certain *grade-form* is called *class president-form master*. A *janitor-school porter* plays also a significant role at each school. Teachers assemble in a *staff room* in Britain, whereas in America they spend a lot of time at *teacher's lounge*. Another semantic field, where one can find differences in the lexicology between American and British English, is education. On the basis of hyponymy, we get to our hypernym education. *Private-public schools* and *public-state schools* are general types of schooling systems and *elementary-primary school*, *high school-secondary school* and *college-university* are the basic types of schools for children, adolescents and adults. The following table sums up the whole list of words belonging to this semantic category.

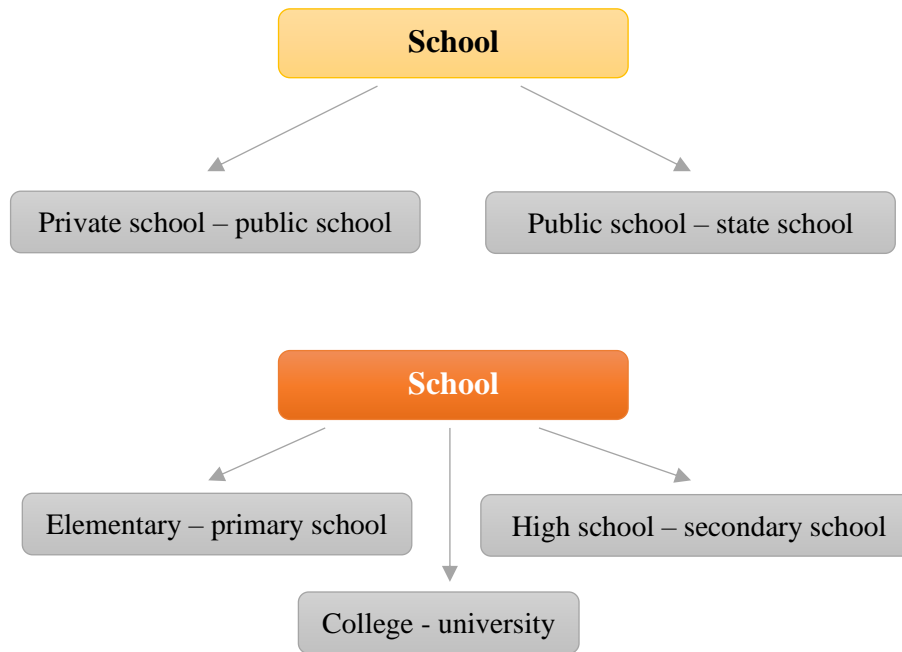


Figure 19: Hyponymy – types of school

6.6 City and shopping

Table 6: List of words – semantic field: city and shopping

Czech term	American English	British English
obchod	store	shop
cukrárna	candy store	sweetshop
knihkupectví	bookstore	bookshop
klenotnictví	jewelry	jeweller's (shop)
nákupní vozík	shopping cart	trolley
fronta	line	queue
hlavní ulice	main street	high street
chodník	sidewalk	pavement
bar, hospoda	bar	pub
zamluvit stůl	reserve (a table)	book
kantýna	cafeteria	canteen
kino	movie theater	cinema
film	movie	film

pokladna	ticket office	booking-office
podchod	underpass	subway
veřejné toalety	restroom	public toilets
lékárna	drugstore	chemist's (shop)
trafika	cigar store	tobacconist's
bankovka	bill	banknote
účtenka	check	bill
bankomat	atm	cashpoint
dobírka	collect on delivery	cash on delivery
vrácení peněz	rebate	cashback
vláda	administration	government
zábavný park	amusement park	funfair
pošta	mail	post
výplatní listina	payroll	pay-sheet
přestávka v divadle	intermission	interval
centrum města	downtown	city centre
schránka na poště	call box	post-office box
market	truck farm	market garden
sídliště	housing-project	housing estate
okresní mesto	county-seat	district town
soud	courthouse	law court
veřejná umývárna	washroom	lavatory
telefonní budka	phone booth	call box

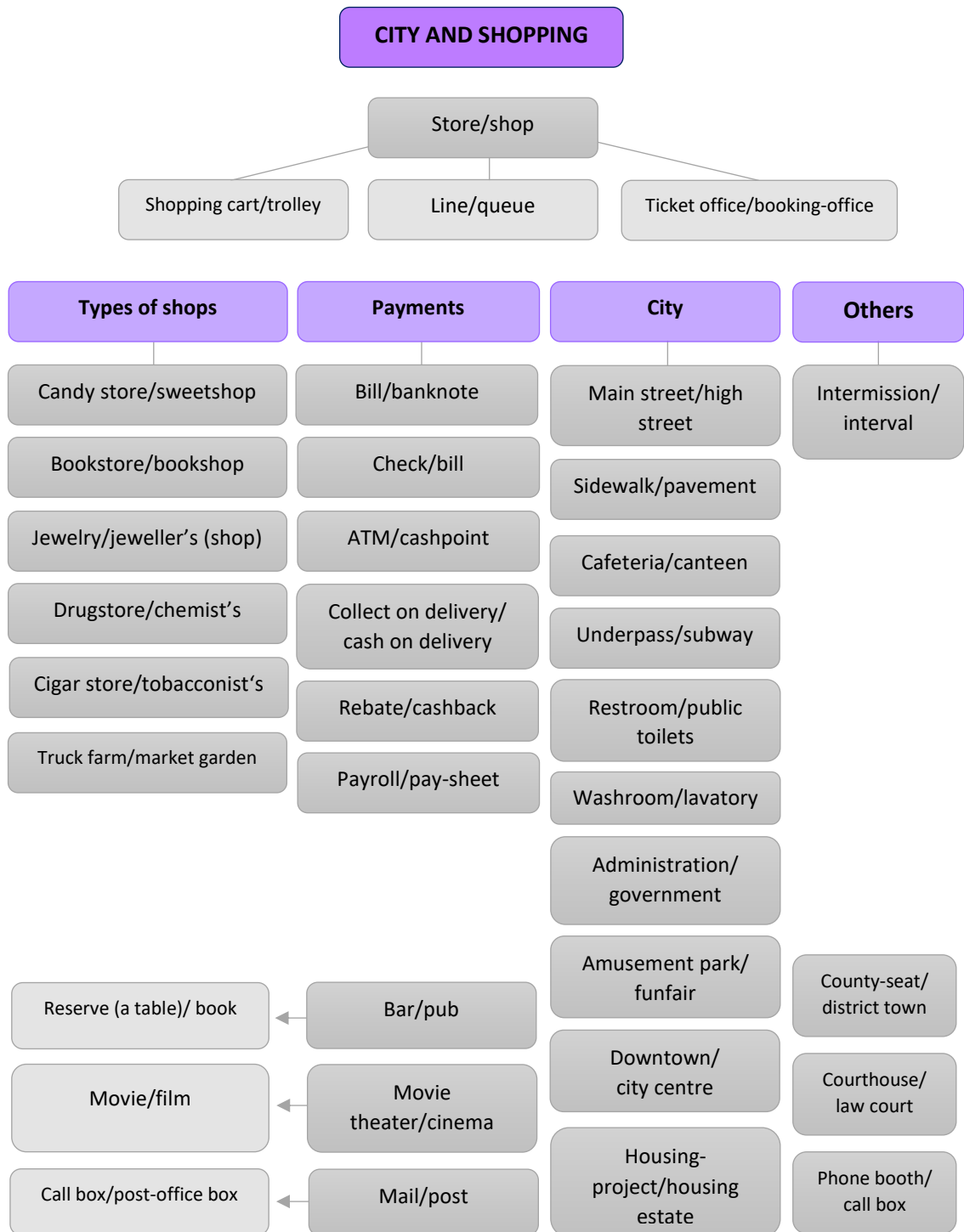


Figure 20: Scheme of the semantic field – city and shopping

Let me continue with two terms and they are *a store* and *a shop*. You will definitely hear that *a store* is used in the US for something, what is called *a shop* in Europe. However, if you ask native speakers, as well as I did, they will not fully agree with you as British people are familiar with both terms in their culture. It means that the borderline between the equivalents *shop* and *store* is not that fixed and both British and American people use the terms interchangeably. Some British friends of mine stated that they imagine the same thing, when both words are used. For instance, if they were to travel to America, they would expect the same thing as in their country. However, there is some difference between *a shop* and *a store*. *A shop* is more specific, while *a store* is more general and is covering a wider variety of goods. In Britain, there are many *shops* oriented on some specific goods (like a phone shop, a clothes shop, a shoe shop). But there are also *department stores*, that are huge and divided into sections that cover all types of goods. So, in the *department stores* one can find a technology, a clothing and a beauty section for instance, whereas *a shop* is a single section oriented just on one specific area. According to the opinion of my friends, it is more common that they have *shops* selling one type of good. Depending on the type of *shop* spends, whether *shop assistants* (or *salesclerks* in America) ask if you would like help. For example, in a supermarket you ask the assistant for help, whereas in a clothes shop or shoe shop the assistants tend to ask you if you need any help. To sum it up, both terms *shops* and *stores* are used in the British context, however, *shops* are more common. Similarly, even in America both terms *shops* and *stores* are normally used. Again, after the interview with my several American friends, they confidently said that *a store* and *a shop* basically mean the same for them. Although some could argue *a shop* is smaller and may be owned and operated by the same person (like a flower shop). They have also *department stores* as in Britain. *The department store* has “departments” like men, woman’s, children’s and so no. They would consider Victoria Secret *a store*, a little gelato shop and a gift shop in Venice as *a shop*, because it is smaller in size.

In the end, they added that unfortunately many places in the USA have lost their *shops* because big *stores* offer cheaper prices. So, people go to them instead of the little *shops*. In summary, the term *store* is used more than *shop* in America. The reason is that the idea of a small *shop* is not popular right now. People want big name *stores* as that is what is working and making money in the USA. To sum the whole discussion about *shops* and *stores*, my interviews would confirm the general idea that *shops* are more common in Britain and *stores* in the US, however, it does not mean that one could not meet with the word *store* in the UK and *shop* in America. But it is significant to note, that all these ideas may vary, because it depends on the region as each part of America has a regional linguistic dialect. Some examples of the differences in the naming of shops is the British *sweetshop* and American *candy store*, *bookshop* and *bookstore* or *jeweller's (shop)* and *jewelry*. The graphs attached below show the usage of terms *a shop* and *a store* in the British and American literature. Even though the term *shop* is more frequently used in British English and the word *store* is more common in American English, it is obvious that both terms are well-known in British and American English as well.

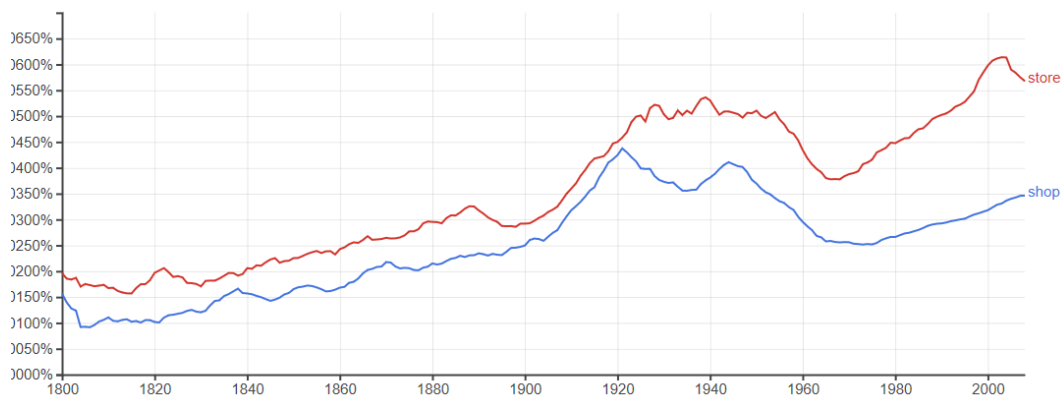


Chart 8: the usage of *store* and *shop* in American English corpus

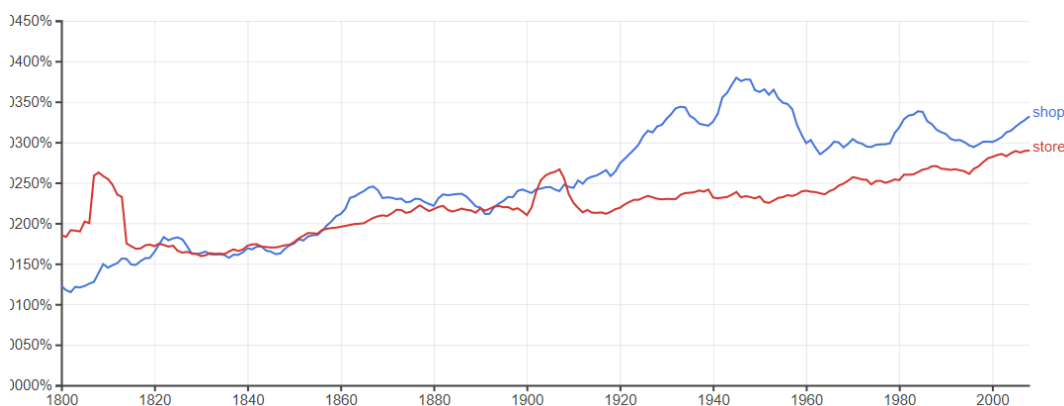


Chart 9: the usage of *store* and *shop* in British English corpus

If one goes to the supermarket to buy more things, he or she will probably use *a trolley* in the UK and *a shopping cart* in the US. There is no doubt that nobody likes waiting hours in a British *queue* or *a line* in America. When on *a high street* in Britain or *a main street* in the US, one can walk on the British *pavement* or the American *sidewalk*. You may pass by *a pub* and *a cinema* with *a booking-office* in the UK or by *a bar* and *a movie theater* with *a ticket office* in the US. You can choose, which *movie-film* you want to see in the *movie theater-cinema*. In other case you can use an underground way under a street, which is called *a subway* in Britain and *an underpass* in the American culture. In *the subway/underpass* one may use *public toilets* in Britain or *a restroom* in the US. If you need to buy a medicine, you should visit a British *chemist's shop* or an American *drugstore*. A person working in such shop is called *chemist* in Britain and *druggist* in America. There is also a third term, which is rising on popularity in the UK and US and it is *a pharmacy*. But do the words *chemist's*, *pharmacy* and *drugstore* have exactly the same connotations? The American *drugstore* sells a wider range of goods than *a pharmacy*. *Drugstores* could be translated as something like Czech *drogerie*. This kind of shop is also selling cosmetics, toothpaste, mouthwash, stationery, cigarettes etc. It means that *drugstores* are more general, and these large stores usually have *a pharmacy department* within the store. *A pharmacy* is again translated in Czech as *lékárna* and is used in the US and UK as well. Pills and prescription pharmaceutical products are dispensed in such departments. *The pharmacy* may have different hours than the rest of the store and the drugstore's clerk might even say that *the pharmacy* is closed even though *the drugstore* is still open. You pay for the goods in *the pharmacy*, not while quitting *the drugstore*. According to The Oxford Learner's Dictionaries, we can say that *a chemist's* and *a drugstore* mean the same, but *a pharmacy* is different.

The OALD's definitions:

„*Chemist's* = a shop/store that sells medicines and usually also soap, make-up, etc.“

„*Drugstore* = a shop/store that sells medicines and also other types of goods, for example cosmetics“

„*Pharmacy* = a shop/store, or part of one, that sells medicines and drugs“

The charts below show, how the usage of the term *pharmacy* is rising and becoming more common than *a chemist's* or *a drugstore* in both American and British English.

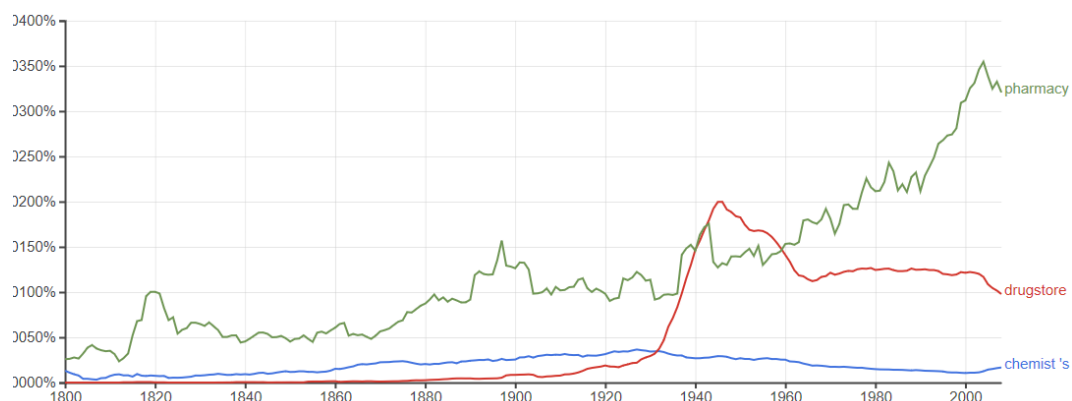


Chart 10: the usage of *pharmacy*, *drugstore* and *chemist's* in American English corpus

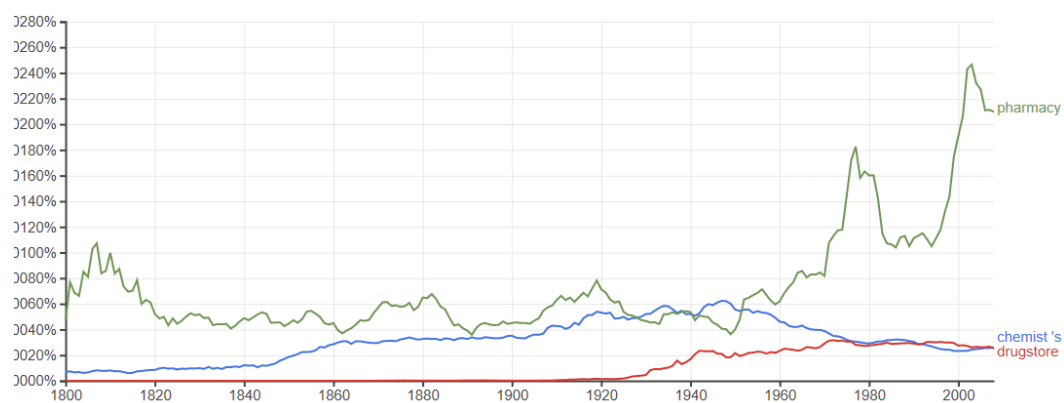


Chart 11: the usage of *pharmacy*, *drugstore* and *chemist's* in British English corpus

When living in *housing-project* – *housing estate*, one may take the advantage of huge number of shops such as *cigar store-tobacconist's* or *truck farm-market garden*. When people need to send a letter or some parcel, they go to *mail-post* or just put their letter into the *call box* – *post-office box*. In the downtown-city centre, one may find several phone booths-call boxes or a washroom-lavatory. When planning a lunch in a restaurant or a shopping afternoon, you can withdraw some money in the ATM-cashpoint and pay with a *bill-banknote*. After the successful payment, you receive a *check-bill* confirming that you have paid for the goods. People often order some stuff via the internet. In such case, they may choose the preferred method of payment.

If they choose the option *collect on delivery-cash on delivery*, they pay for the ordered goods after receiving them from a postman. Sometimes, there is also a possibility to *rebate-cashback* if there is something wrong with the stuff. There are several other words having some connections with previously mentioned terms such as *storekeeper-shopkeeper*, *administration-government*, *amusement park-funfair*, *intermission-interval* (in theatres), *county-seat – district town* and *courthouse-law court*. Another semantic field we get after the analysis is city and shopping, which is a large and very general group. Thus, this area again contains several sub-fields. Some words it is easy to assign to the specific semantic group on the basis of hyponymy as we get many words referring to the types of shops such as *candy store-sweetshop*, *bookstore-bookshop*, *jewelry-jeweller's*, *drugstore-chemist's*, *cigar store-tobacconist's*, *truck farm-market garden*. There are also many word-pairs which are being used during the payment in shops such as *bill-banknote*, *check-bill* or *ATM-cashpoint*. All the words mentioned above have some links to the area of shopping or city and its centre.

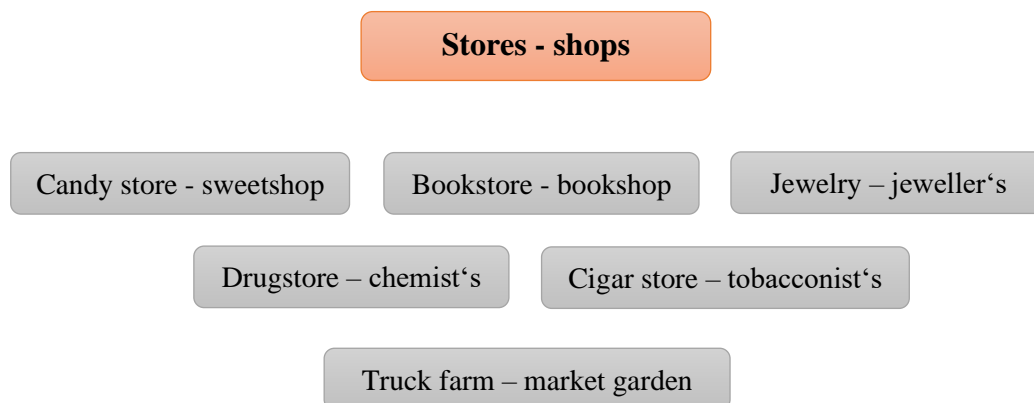


Figure 21: Hyponymy – types of shops

6.7 Technologies

Table 7: List of words – semantic field: technologies

Czech term	American English	British English
baterka, svítilna	flashlight	torch
mobilní telefon	cell phone	mobile phone
mobil	cell	mobile

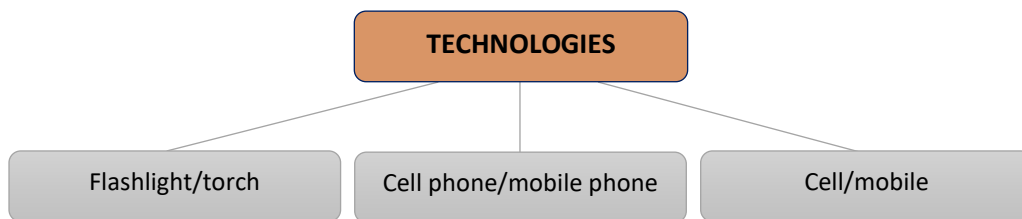


Figure 22: Scheme of the semantic field – technologies (hyponymy)

Then, there are also some concepts having some specific function for their users. An American *flashlight* is called *a torch* in the United Kingdom and other English-speaking countries. In this case, it is of great interest to look deeper in the etymology and origin of the words. The Online Etymology Dictionary dates the origin of the word *flashlight* back to 1905 with the description of the word being: “*a handheld, pocket-sized electric illumination device*”. As we can see, the word *flashlight* is not that old as it was invented in the previous century, whereas the term *torch* seems to be much older. According to The Online Etymology Dictionary and the n-gram, the origin of the word *torch* stems between 1530s and 1550s. However, *a torch* meant something different back in the history than it means nowadays in the UK. According to The Oxford Learner’s Dictionaries, the origin of *a torch* stems in Middle English and it comes from Old French *torche* with the meaning of ‘twisted thing’. The OALD defines *a torch* as „*a small electric lamp that uses batteries and that you can hold in your hand*“, which is the idea people imagine today in Britain, but it is also described as „*a long piece of wood that has material at one end that is set on fire and that people carry to give light*“.

The second definition is the original idea of the word *torch* and when you ask native Americans if they are familiar with the term *torch*, this idea of a stick with a flame comes in their mind. The example of *a torch* would be a flaming torch or the iconic Olympic torch with flame. This is what many Americans consider *a torch* nowadays as it is also a part of the Statue of Liberty.

“The first flashlight was invented by a British man living in the US., David Misell. It was given the name ‘flashlight’ by Conrad Hubert, a Russian immigrant who had taken an interest in Misell’s invention and who subsequently brought the flashlight to market. It was so-called because when it was first invented the zinc-carbon batteries used to power it could not give constant currents for long periods of time; therefore, they had to keep being turned off to rest.” (What is the difference between a flashlight and a torch?, Best Flashlight Report)

After the invention of *flashlights* in 1905 in America, they were known as *electric torches* in Britain. However, due to the burning sticks coming out of use, the word ‘electric’ was dropped and the term *torch* had become the equivalent of the American *flashlights*. Many Britons are of the opinion that *torch* is name that was initially given to the device, but they are not right. In summary, even though the word *torch* has deeper roots, it is the *flashlight*, which is a predecessor of the concept of American *flashlights* and British *torches* as we know them nowadays with their current meaning. On the other hand, even if the term *torch*, which had been used for centuries before *the flashlight* was invented, has a different meaning than *flashlights* and *torches* in these days, it could be also perceived as a predecessor and an inspiration to invent today’s *flashlights* (US) and *torches* (UK). The following charts illustrate a kind of complication, especially the second one, as both terms *torch* and *flashlight* are being used in American English. In this case, we do not get the illustration of which of the two terms referring to the same concept is more common in the US, because the term *torch* is known in America as well as the *flashlight* (the American equivalent for the British *torch*), but for a different concept.

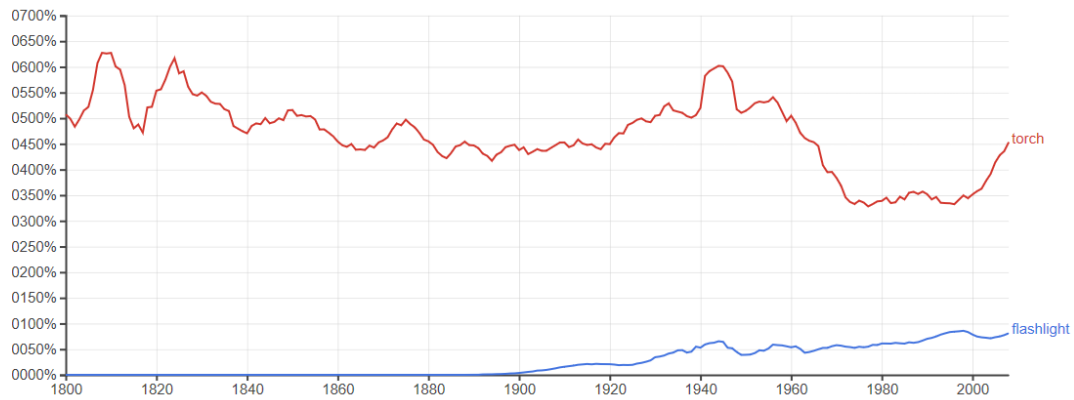


Chart 12: the usage of *torch* and *flashlight* in British English corpus

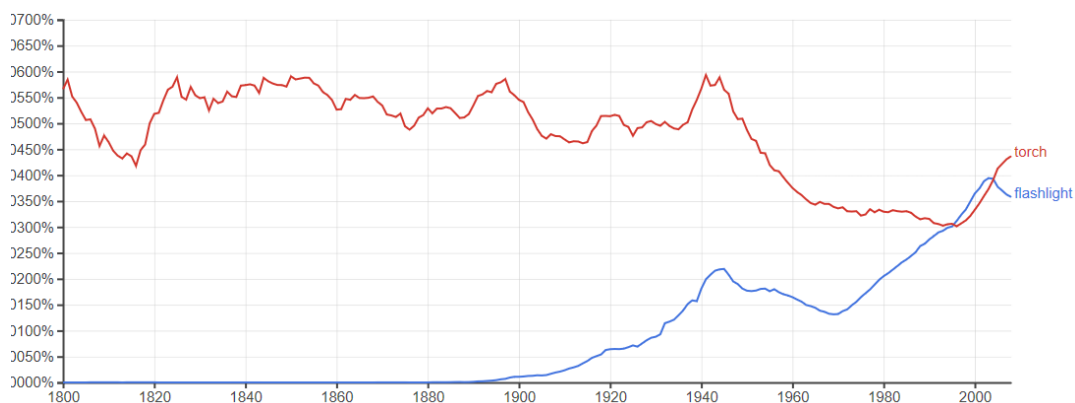


Chart 13: the usage of *torch* and *flashlight* in American English corpus

Another distinction appears between the American *cell* or *cell phone* and British *mobile* or *mobile phone*. However, as time goes on, both Americans and Brits tend to use the term *phone* more often as landlines continue to disappear from households. By the OED, the word *phone* originates in 1884 “as a shortening of *telephone*”. The terms *mobile phone* and *cell phone* were invented a century later. For instance, the origin of the word *mobile phone* stems in 1983, but the adjective *mobile* is much older. The adjective *mobile* originates in the late 15th century with the meaning “*capable of movement, capable of being moved, not fixed or stationary*”. Therefore, a *mobile phone* describes a phone, which differs from the typical landlines. *Mobile phones* can be moved, people can take them wherever they go. The term *cell phone*, which is preferred in the US, was invented only a year later, in 1984 as a short term for *cellular phone*. The term *cell* is used more often in everyday conversation. Again, the word *phone* is rising on popularity in America.

„Cell phones or cells are called the devices utilizing signal received through a "cellular network".“ (Ilya Saunkin. Comment on „Cell phone? Cell? Mobile phone? What's the “correct” term?“) The OALD definitions of a *cell phone* and a *mobile phone* are identical, so it can be said that we talk about one single concept having two different names in both varieties. There is a high probability that both Americans and Brits will understand just the term *phone* without any difficulties. The charts below compare the usage of terms *cell phone* and *mobile phone* in American English in the first case and in British English in the second one. In this case, it is noticeable that the vocabulary of American English (*cell phone*) may spread to British English rather than opposite. We can notice that the term *mobile phone* is almost not used in American English, however, the word *cell phone* may appear in British English corpus. Therefore, there is a higher probability that an American term appears in British English than a British term in American English.

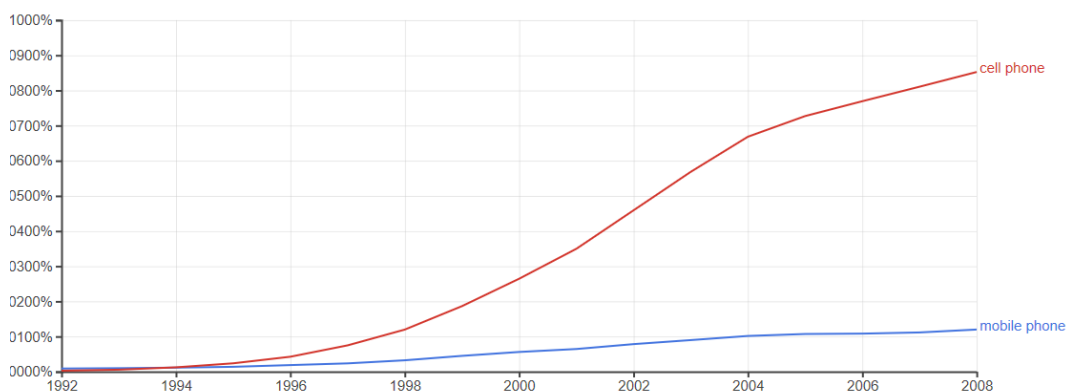


Chart 14: the usage of *cell phone* and *mobile phone* in American English corpus

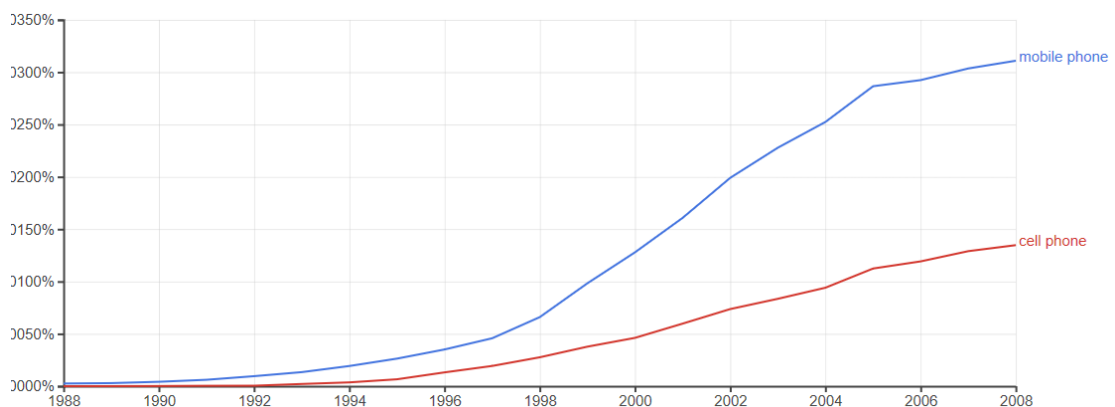


Chart 15: the usage of *cell phone* and *mobile phone* in British English corpus

We get another category which is smaller this time – technologies. *Cell phones-mobile phones* as well as *flashlight-torch* are devices with some specific function and these appliances somehow help to their users. All these word-pairs are again hyponyms of their hypernym – technologies.

6.8 Jobs

Table 8: List of words – semantic field: jobs

Czech term	American English	British English
právník	lawyer	solicitor
kreslíř	draftsman	draughtsman
recepční	room clerk	reception clerk
režisér	director	producer
realitní makléř	realtor	estate agent
popelář	garbage collector	dustman
prodavač	salesclerk	shop assistant
lékárník	druggist	chemist
obchodník	storekeeper	shopkeeper
společnost	corporation	company

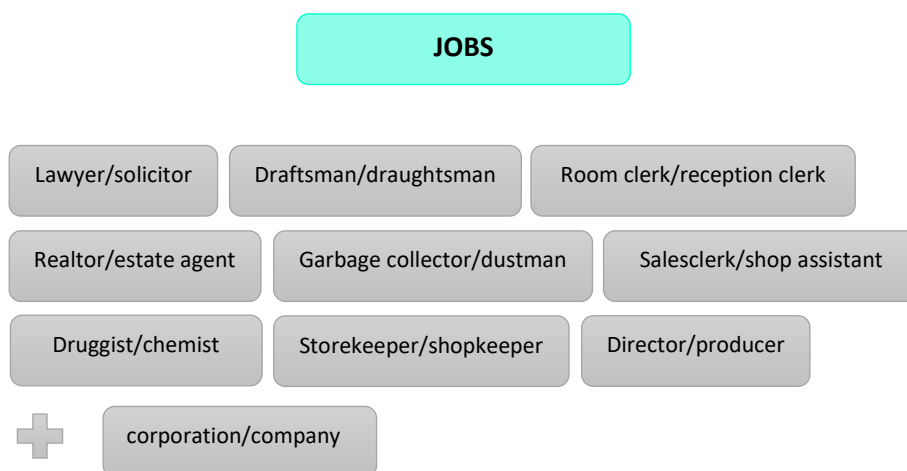


Figure 23: Scheme of the semantic field – jobs

There are many word-pairs specifying people such as *lawyer-solicitor*, *draftsman-draughtsman*, *room clerk-reception clerk*, *director-producer*, *realtor-estate agent*, *garbage collector-dustman*, *salesclerk-shop assistant*, *druggist-chemist* and *storekeeper-shopkeeper*. All these terms name the activity, people's work. We get another smaller semantic field, jobs.

6.9 Others

Table 9: List of words – semantic field: others

Czech term	American English	British English
beruška	ladybug	ladybird
zápisné klubu	initiation fee	entrance fee
švihadlo	jump-rope	skipping-rope
domácí zprávy	domestic news	home news
termoska	vacuum bottle	thermos flask
proti směru hodinových ručiček	counter-clockwise	anti-clockwise
dva týdny	two weeks	fortnight
tečka (za větou)	period	full stop
podzim	fall	autumn
hádká	argument	row
rozlučková párty pro ženy	bachelorette party	hen night
rozlučková párty pro muže	bachelor party	stag night
kočárek	baby carriage	pram
plenka	diaper	nappy
dudlík	pacifier	dummy
hlasová schránka	answering machine	answerphone
zahradní slavnost	lawn party	garden party
antikvariátní kniha	used book	second-hand book
PŠČ	zip code	post code
peněženka	wallet	purse

kabelka	purse	handbag
deštník	umbrella	broolly
odpadky	trash, garbage	rubbish

Then, there are some words which was difficult to sort out and find a superordinate category for them. The terms which do not belong to the previously examined groups are for instance *ladybug-ladybird*, *initiation fee-entrance fee*, *jump-rope – skipping-rope*, *domestic news-home news*, *vacuum bottle-thermos flask*, *counter-clockwise – anti-clockwise*, *two weeks-fortnight*, *period-full stop*, *fall-autumn*, *argument-row*, *bachelorette party-hen night*, *bachelor party-stag night*, *baby carriage-pram*, *diaper-nappy*, *pacifier-dummy*, *answering machine-answerphone*, *lawn party-garden party*, *used book – second-hand book*, *zip code-post code*, *wallet-purse*, *purse-handbag*, *umbrella-broolly* and *trash/garbage-rubbish*.

7 Evaluation of tendencies, interpretation

The fact that each language is constantly changing and developing is perceived as generally well-known, common and even necessary. In the case of lexicology, this development is bounded with the world's evolution and globalisation. Nowadays, the economic, cultural and political process expands, deepens and accelerates everything. Many differences occurred after America gained independence on Britain on July 4, 1776. Since that time, there have been many inventions calling for new names. For instance, the term *torch* existed before America became independent on Britain. Nowadays, it has its meaning in American English and in British English as well. However, the term *flashlight* was invented in 1905 in America, so, this word appears in American English, but it is not used in British English. Due to the fact that internet and social medias did not exist, the items were called differently on both sides of the pond. In last centuries, people did not have the opportunities to get in touch with the culture and language of the opposite side of the world. There was simply no way how American citizens would interact with the British. Therefore, both varieties developed independently on each other. Probably, we would also talk about the national pride, which the fact of having own words and vocabulary might brought the Americans.

It was obvious that the Americans did not want to be dependent on Britain culturally, but also linguistically. Some world best-known authors later commented on the issue of raising divergence between American and British English:

George Bernard Shaw said: *"England and America are two countries separated by the same language"*. (Krueger 309)

Oscar Wilde wrote in *The Canterville Ghost* (1887): *"We have really everything in common with America nowadays except, of course, language"*.

This phrase became frequently used by people all over the world as a fixed expression "two nations divided by a common language".

As an outcome of my research and the process of data collecting, several semantic fields were found. A large number of equivalents belongs to the area of transportation, which includes not only vehicles, but also parts of cars, some equivalents naming the surface for transportation, many terms useful for travelling, words describing the ways of travelling and many others connected with driving and transportation. First cars were invented after America was settled and became independent on Britain. America became a large enough community to have its own words. These two countries developed independently for centuries. Thus, it is natural that inventors came up with new words for items as they had no reason to use the same words as inventors in Britain were already using. The language was undergoing rapid changes and was developing independently in both places on the opposite sides of the ocean. This is the answer, why there are so many distinctions in the area of car items or technology in general. The transportation is persistently evolving as well as technologies.

„The rise of capitalism, the development of industry and material innovations throughout the 19th and 20th centuries were the source of a massive stock of distinctive new words, phrases and idioms. Typical examples are the vocabulary of railroading and transportation terminology, ranging from names of roads to road infrastructure, and from automotive terminology to public transit.“ (Mgkrebbs. Comment on „'Stick it in the boot.' 'Er, don't you mean the trunk?'“)

Another area offering a huge amount of lexical distinctions between American and British English is the field of clothing. The area of clothing consists of a few sub-fields such as clothes covering upper, lower or the whole body, underwear, some accessories and footwear. The topic of clothes is of great significance because it is something what is being used every day. It is certain that clothing existed before the settlement of America. That explains, why there are some common words in Britain and America as well. Some words are equally used in American English as well as in British English, while other words may be quite different. In both AmE and BrE, the same term is used for items like *jeans, shorts, t-shirt, shirt, long-sleeve top, socks, skirt, jacket, belt, bra, suit* or *tie*. However, while for a common dress there is only one term, for a special kind of evening dress there are two distinct words such as the American *robe* and British *dressing gown*. The reason of such differences is the fact that the fashion industry rapidly changes and comes up with new trends and items, which call for new names. Fashion (clothes and footwear) is a branch, which develops rapidly, and it was the same back in the past. The difference in naming sports shoes stems from the fact that some sports are different in America and Britain, which is nothing unusual as both countries have developed independently for centuries as mentioned previously.

Housing is also a field of great interest for us as there are many words in American and British English, that have turned out to be related to each other and that refer to the same concept. Apart from types of houses and rooms in the house, the interior also offers some distinctions to think about (terms referring to the house equipment for instance).

Further, some nuances were found in the semantic field of food. Concerning the food, there are the national customs, traditional meals and the culture is different in America and Britain. Therefore, many distinctions can be found in this semantic field. As mentioned in the previous chapters, it is natural that some typical food consumed in America can be unknown in Britain and vice versa. The reason is that the traditional American and British cuisine is shaped by local ingredients and people's taste. Each nationality is proud of having its own traditional meal such as the American *Apple pie, Alaska salmon, California roll, Maryland crabcakes, hot dog, pizza, burgers* and *fried chicken*.

While especially the last four mentioned can be bought in Britain as well, even if they are a bit different, some American food such as *Alaska salmon* or *California roll* are not common in Britain, so there are no counterparts to something what does not appear on the British Isles. There are several typically British meals, which cannot be expected as a common food in America like *Cottage pie*, *Yorkshire pudding* or *faggots*. However, some typical British meals such as the famous *fish and chips* appear also in America as Americans are very fond of this dish. Traditional meals mentioned above are typical just for one of the countries compared, therefore, they have no counterpart in the other variety. Apart from national meals, there are some differences in the vocabulary of food between the American and British English. All the previously examined differing pairs of words have one common function; therefore, we can put them all in one specific category of food. Again, this field consists of more specific categories as sweet or savoury food, vegetables, bread or drinks.

Another area offering some differences between the two varieties is education. We got some distinct word-pairs when it comes to the types of schooling systems such as *private-public schools* and *public-state schools* or the basic types of schools for children, adolescents and adults as in *elementary/grammar school-primary school*, *high school-secondary school* and *college-university*. Another dissimilarities were found in the words connected to the school environment.

Some nuances may be found between the American and British vocabulary of city and shopping as well. Some words it was easy to assign to the specific semantic group on the basis of hyponymy as we got many words referring to the types of shops such as *candy store-sweetshop*, *bookstore-bookshop*, *jewelry-jeweller's*, *drugstore-chemist's*, *cigar store-tobacconist's*, *truck farm-market garden*. There are also many word-pairs which are being used during the payment in shops such as *bill-banknote*, *check-bill* or *ATM-cashpoint*. All the words mentioned above have some links to the area of shopping or city and its centre.

The group of technologies also comprises some technological items, which differ among the varieties. Similarly as clothing industry, technology also comes up with new items calling for new names and this branch develops very fast.

Next group is focused on people and their work. The area of jobs contains terms that name the people's activity and their profession such as *lawyer-solicitor*, *draftsman-draughtsman*, *room clerk-reception clerk*, *director-producer* or *realtor-estate agent*.

Last but not least, there were some words which was difficult to sort out and find a superordinate category for them. The terms which do not belong to the previously examined groups are for instance *ladybug-ladybird*, *initiation fee-entrance fee*, *jump-rope – skipping-rope*, *domestic news-home news* and others.

To sum it up, the largest category containing differing British and American lexis is transportation, followed by a huge group city and shopping, housing, food, clothing, education, jobs and technologies. All the problematic words, which belong to none of the founded semantic fields, were put into the category called 'others'. It must be stated, that this category is not the smallest and the least important one. On the scale between the group with the highest number of differing pairs of words and the group with the smallest quantity of such words, the field of others takes the fifth position. So, it is somewhere in the middle. It tells us, that there are many areas, where one could expect some lexical differences between American and British English, however, there are also many words, which do not fall under a particular semantic field and we do not have to expect the distinctions.

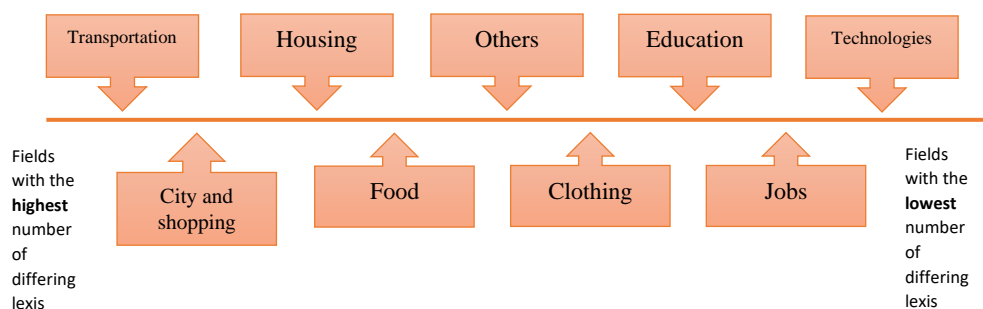


Figure 24: Resulting semantic fields on the scale between the fields with the highest and the lowest number of differing lexis

It is necessary to emphasize, that the boundary between the American and British words is not that fixed, because some American terms can be sometimes understood in Britain and vice versa some British terms are used in some cases in America.

„There are many lists of equivalent British and American words, but they must not be taken too seriously. Many American locutions are perfectly well understood and used in Britain. For instance, automobile, said to be the American equivalent of British car or motor car, is practically a formal word in America, the ordinary term being car; moreover, the supposedly American word occurs in the names of two English motoring organizations, the Royal Automobile Club and the Automobile Association. Similarly, many British locutions are known and frequently used in America - for instance, postman (as in James M. Cain's very American novel *The Postman Always Rings Twice*) and railway (as in *Railway Express* and the Southern Railway), though it is certain that mailman (or today letter carrier) and railroad do occur more frequently in America.“ (Algeo 185)

8 Conclusion

The major focus was made on the dissimilarities between the lexicology of American and British English. The analysis confirmed that there are some differences and after looking for some connections between individual pairs of words, several semantic fields were found. The theoretical introduction includes among other things also the introduction into semantics and two basic linguistic approaches focusing on the study of lexemes, the semasiological and onomasiological approach. The onomasiological approach adopted in this thesis focused on expressing the same concept in two different ways. Further, the first chapters dealt with the differences between American and British English in general, which means in the spheres such as grammar, pronunciation, spelling and vocabulary. The special attention was put on the lexical distinctions. After the specification of data sources such as source websites and dictionaries, the process itself and results, we moved to the analysis of the research. The purpose of the thesis was partly accomplished, when some semantic fields were found after the analysis and data examination.

Among the major semantic fields, which are constantly undergoing rapid changes, is the area of transportation including some names of vehicles and their parts as well, or the area of city and shopping. Next semantic area, which offers many distinct word pairs, is housing containing some dissimilarities in the types of houses, rooms, house equipment and so on. Apart from transport, city and shopping and housing, one can find many equivalents also in the semantic field of food or clothing with some distinctions in naming clothes items and shoes. Next semantic fields are education, jobs or the area of technologies. The category of others must be mentioned as well.

All the differences have something to do with the culture of both countries as each language is closely linked to the culture. Having some subconsciousness about the time, when some words were created helped me to understand, why there are two terms for a single concept. Many words were created after America gained independence on Britain and both countries began developing independently, culturally and linguistically. Some words are used in British and American English as well as they already existed before America became independent. The English settlers brought the English language to the American continent in the 17th century and some words remained with no changes both in American and British English. Those words, which were invented in the late 18th century and later tend to vary more frequently. It is natural that such distinct countries do not have exactly the same languages. The more countries the English language is spoken in, the more different varieties may be expected. The fact that both American and British English were developing independently with no interactions also contributes on explanation, why some differences are to be found.

Several charts were used to support the idea that the boundary between the American and British English is not that fixed and many words are well-understood in Britain and America as well. Sometimes one term has more meanings, therefore, the charts are not that precise as some word can be used in the other variety, but with a different meaning such as in the case of *trainers-sneakers*, *football boots/shoes* in the UK and in America. The charts also confirmed that many concepts being called differently in the US and Britain originate in the 20th century.

It is of great necessity to note that even if there are some nuances in the vocabulary, grammar, spelling or pronunciation, both varieties are still comprehensible and British people can easily with no effort understand the Americans and vice versa. Due to the access on internet, social medias, the availability of online journals, books and television movies or series, people are in touch with the other variety and it is what makes it easy to understand each other. It is a question, whether people would understand each other in future or not if there was no internet, social networks and television and we could not be aware of the distinctions. This is one idea, which would be explored in further thesis. Another topic of great interest would be to pick up just few semantic fields and explore these areas with their vocabulary in more details.

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- Figure 11: Jonathunder. „Two home-made chocolate chip cookies“. In: *Wikipedia* [online]. 28 July 2013. Available: www.en.wikipedia.org/wiki/Cookie#/media/File:2ChocolateChipCookies.jpg
- Figure 12: NedStool. „Dutch speculaas biscuit in various shapes: ship, farmhouse, elephant, horse“. In: *Wikipedia* [online]. 19 October 2017. Available: www.en.wikipedia.org/wiki/Biscuit#/media/File:Image1FoodPrepared.png
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- Figure 14: Takeaway. „Scones with cream and jam“. In: *Wikipedia* [online]. 24 November 2013. Available: www.en.wikipedia.org/wiki/Scone#/media/File:Scones_cream_jam.jpg

List of abbreviations

AmE = American English

BrE = British English

Complete list of differing British and American lexis

Czech term	American English	British English
motorka	motorcycle	motorbike
letadlo	airplane	aeroplane
nákladní auto	truck	lorry
tramvaj	streetcar	tram
taxík	cab	taxi
kufr	trunk	boot
čelní sklo	windshield	windscreen
kapota	hood	bonnet
poznávací značka	license plate	number plate
zadní světlo	tail light	rear light
blatník	fender	wing
řadící páka	gearshift	gear lever
motor	motor	engine
tlumič	muffler	silencer
píchlá pneu	flat	puncture
chodník	sidewalk	pavement
dlažba, povrch vozovky	pavement	road surface
stanoviště taxíků	hack stand	cab stand
cesta vlakem	train ride	railway journey
odpočívadlo	pull-off	lay-by
úschovna zavazadel	baggage room	left-luggage room
zavazadlo	baggage	luggage
vjezd	driveaway	drive
řidič nákladního auta	truck driver	lorry driver
hromadná doprava	mass transit	public transport
železnice	railroad	railway
vagón	(railway) car	(railway) carriage
jednosměrná jízdenka	one-way ticket	single ticket
zpáteční jízdenka	round-trip	return ticket
letět druhou třídou v letadle	coach	economy
přechod pro chodce	cross walk	zebra crossing
objížďka	detour	diversion
semafory	stop lights	traffic lights
křižovatka	intersection	crossroad
nadjezd	overpass	flyover
kruhový objezd	traffic circle	roundabout

benzín	gas	petrol
benzínka	gas station	petrol station
blinkr	turn signal	indicator
dálnice	freeway	motorway
hlavní silnice	highway	main road
parkoviště	parking lot	car park
půjčit si auto	rent a car	hire a car
večerní róba	robe	dressing gown
vesta	vest	waistcoat
nátělník	tank top/undershirt	vest
kalhoty	pants	trousers
pánské spodní prádlo	underpants/underwear	pants
kalhotky	panties	knickers
plavky	bathing suit	swimming costume
podvazky	garters	suspenders
kšandy	suspenders	braces
punčochy	pantyhose	tights
zip	zipper	zip
pláštěnka	slicker	mackintosh
dětské dupačky	jump suit	play suit
boty	shoes	boots
tkanička	string	lace
větrovka, bunda	windbreaker	windcheater
šála	scarf	muffler
žabky	flip-flops	thongs
gumáky	rubber boots/galoshes	wellington boots
tenisky	sneakers	trainers
obuv do tělocvičny	gym shoes	plimsolls
kopačky, boty na fotbal	soccer shoes/soccer cleats	football shoes/football boots
bytový dům, panelák, činžák	apartment buildings	block of flats
byt	apartment	flat
řadový dům	row house	terraced house
dvojdomek	duplex	semi-detached house
bungalov	ranch	bungalow
obytný přívěs	trailer	caravan
zahrada	yard	garden
přízemí	first floor	ground floor
první patro	second floor	first floor

poštovní schránka	mailbox	letter box
okap	downspout	drainpipe
toaleta	bathroom	toilet
veřejné toalety	restroom	public toilets
podkroví	attic	loft
dětská postýlka	crib	cot
stůl	desk	bureau
prádelník, komoda	dresser	chest of drawers
závěsy	drapes	curtains
zásuvka	electric socket	power point
plotna, sporák	burner	hob
kredenc, skříňka na nádobí	closet	cupboard
spolubydlíci	roommate	flatmate
výtah	elevator	lift
schodiště	stairway	staircase/stairs
umývadlo	washbowl	wash-basin
vana	tub	bath
veranda	porch	verandah
žaluzie	shade	blind
brambůrky	chips	crisps
hranolky	(french) fries	chips
marmeláda, džem	jelly	jam
želé	jell-o	jelly
sušenka	cookies	biscuit
koláč, buchta	biscuit	scone
celozrný chléb	wholewheat bread	wholemeal bread
rybí prst	fish stick	fish finger
cuketa	zucchini	courgette
lilek	eggplant	aubergine
řepa	beet	beetroot
římský salát	romaine lettuce	cos lettuce
krevely	shrimps	prawns
rumpsteak	sirloin	rump steak
čekanka	endive	chicory
mleté maso	ground meat	minced meat
ovesná kaše	oatmeal	porridge
kukuřice	corn	maize
předkrm	appetizers	starters
párek	sausage	banger

plechovka	can	tin
puđink	dessert	pudding
sladkosti	candy	sweets
pšeničný chléb	wheat bread	brown bread
dortíček	cupcake	fairy cake
nanuk	popsicle	ice lolly
tvrdý alkohol	liquor	spirits
jídlo s sebou	to go	take-away
soukromá škola	private school	public school
státní škola	public school	state school
známky	grades	marks
prázdniny	vacation	holiday
základní škola	elementary/grammar school	primary school
prvňák	first-grader	first-former
třída	grade	form
guma	eraser	rubber
rozvrh	schedule	timetable
akademický sbor	faculty	academic staff
ředitel	principal	headmaster
třídní učitel	class president	form master
sborovna	teacher's lounge	staff room
domácí úkol	homework	home assignment
vysvědčení	report card	(school) report
školník	janitor	school porter
střední škola	high school	secondary school
vysoká škola, univerzita	college	university
obchod	store	shop
prodavač	salesclerk	shop assistant
cukrárna	candy store	sweetshop
knihkupectví	bookstore	bookshop
klenotnictví	jewelry	jeweller's (shop)
nákupní vozík	shopping cart	trolley
fronta	line	queue
hlavní ulice	main street	high street
chodník	sidewalk	pavement
bar, hospoda	bar	pub
kino	movie theater	cinema
pokladna	ticket office	booking-office
podchod	underground/underpass	subway

toaleta	restroom	public toilets
lékárna	drugstore	chemist's (shop)
lékárník	druggist	chemist
obchodník	storekeeper	shopkeeper
trafika	cigar store	tobacconist's
bankovka	bill	banknote
účtenka	check	bill
bankomat	atm	cashpoint
dobírka	collect on delivery	cash on delivery
vrácení peněz	rebate	cashback
vláda	administration	government
zábavný park	amusement park	funfair
pošta	mail	post
film	movie	film
výplatní listina	payroll	pay-sheet
přestávka v divadle	intermission	interval
centrum města	downtown	city centre
schránka na poště	call box	post-office box
market	truck farm	market garden
sídlště	housing-project	housing estate
okresní město	county-seat	district town
soud	courthouse	law court
umývárna	washroom	lavatory
telefonní budka	phone booth	call box
baterka, svítilna	flashlight	torch
mobilní telefon	cell phone	mobile phone
mobil	cell	mobile
peněženka	wallet	purse
kabelka	purse	handbag
deštník	umbrella	broly
společnost	corporation	company
právník	lawyer	solicitor
kreslíř	draftsman	draughtsman
recepční	room clerk	reception clerk
režisér	director	producer
realitní makléř	realtor	estate agent
odpadky	trash, garbage	rubbish
popelnice	trashcan, garbage can	dustbin
popelář	garbage collector	dustman

umývat nádobí	doing the dishes	washing up
vodovodní kohoutek	faucet	tap
vysavač	vacuum	hoover
psč	zip code	post code
sporák	stove	cooker
příbor	silverware	cutlery
kantýna	cafeteria	canteen
pánev	skillet	frying-pan
zamluvit stůl	reserve (a table)	book
zkažené potraviny	spoiled (food)	gone off
beruška	ladybug	ladybird
zápisné klubu	initiation fee	entrance fee
švihadlo	jump-rope	skipping-rope
domácí zprávy	domestic news	home news
termoska	vacuum bottle	thermos flask
vláda	administration	government
proti směru hodinových ručiček	counter-clockwise	anti-clockwise
dva týdny	two weeks	fortnight
tečka (za větou)	period	full stop
podzim	fall	autumn
hádky	argument	row
rozlučková párty pro ženy	bachelorette party	hen night
rozlučková párty pro muže	bachelor party	stag night
kočárek	baby carriage	pram
plenka	diaper	nappy
dudlík	pacifier	dummy
hlasová schránka	answering machine	answerphone
zahradní slavnost	lawn party	garden party
žínka	wash-rag	face-cloth
antikvariátní kniha	used book	second-hand book