

EPISODE 20: SOCIALIZING

C: Okay, social life, socializing, going out or stay in?

A: Okay, do we have to participate in these in order to be able to answer the question?

C: I'm just going to say some random words and look at you!

A: ...after the recent questions I just asked you off mic about these movies that pretty much everybody knows, at least exist, guessing you don't go out that much.

C: I don't get out very much, no. And if you know this, we've been using a lot of phrasal verbs

A: Yes.

C: That terrify students, I don't know why.

A: It's not a phrasal verb.

C: I don't know what they're put off by

A: By phrasal verbs? I mean, do you want a true linguistic answer?

C: Well, tell me.

A: Okay, so let's, without nerding out too much into language, which is what I love to do. So, English is approximately 40% of the vocabulary is derived from Germanic sources, 40% from Romance language sources. Right? So, between those two, which is the more formal vocabulary, the Romance or the Germanic?

C: Romance.

A: Of course, right? Because all of that vocabulary is derived from in the olden days, the use of Latin and Greek for science, art, culture, etcetera. Germanic was the low, the vulgar, "entre comillas" air quotes, the vulgar language. So, what vocabulary do students here have more access to? The Romance Origin or the Germanic?

C: I would say words like "eliminate".

A: Exactly.

C: Instead of "get rid of" for example.



A: Exactly. So, our students in Spain, and pretty much in any Latin speaking country, they have more direct access to the more formal verbs, which is automatically the Romance vocabulary.

C: Okay

A: Phrasal verbs is the most Germanic thing that there is. Right, because, I mean, it's all it's a participle, it comes from... it's never, never there's not one phrasal verb that's derived from a Latin root. So, I feel for them.

C: I also think that, okay, we obviously we use phrasal verbs. It's just part and parcel of the English language. That's what we use. But there's a little shift recently, I think recently, the last few decades, that instead of being incredibly informal

A: For sure

C: Phrasal verbs have now become standard, normal.

A: Absolutely. I'm not saying they're not. And I think you could probably even argue that many of the Romance based verbs, romance language-based verbs are marked for more formal speech, which is why our students more in the past, like the influence of YouTube, has done a lot to informalize kind of naturalize their speech. But in the past, you had very unnatural ways of enunciating words because they would be influenced so much more by reading and by Romance language. And now, thanks to the internet and the vulgar culture of the Internet, so to speak, I think they've become more ...

C: I've noticed this people who would not be speaking English, but possibly speaking in Catalan in a meeting, but they would throw in a few English words like “kick off”, this is going to be the start of something. Or that's a “wrap up”.

A: Sure

C: Okay, like the conclusion of it. Yeah. But I found that interesting. “Kick off” and “wrap up” as phrasal verbs are now becoming quite standard.

A: Sure. I had a student the other day wrote me and asked, what did she ask about?... She specifically wrote me an email to ask if this expression was appropriate for formal context. And she said I'm not going to be able to think of what it was, but it was a perfectly acceptable form. But she was kind of conditioned to think that this phrasal verb might be too informal for a business context when it wasn't. It was perfectly adequate.

C: What I would still avoid myself is “get” anything, any expression with “get” I'll

A: Get out of here!

C: Exactly. Yeah. That to me is still too informal. I would try to try to look for an alternative.



A: Yeah, maybe. I do, however, often tell my students that instead of “arrive”, they should just use “get” there because (...) but for me, the complication with “arrive” is the preposition to use afterwards. “Arrive to the station”. “Arrive at the station”. None of them sound good to me. “I'll get to the station”.

C: Okay.

A: “Get to”, “get to”, “get to” and forget the rest of the complications with the prepositions there.

C: Yeah, but I mean, as you know, I come from Northern Ireland and people say “arrive to”, the preposition that people would use is “arrive to”.

A: I think we've mentioned this. And I still don't know. I would just say “the train arrives at 5:15”. I would almost never say “I'll arrive to...”, “I'll arrive in Chicago on a flight”? or “arrive to Chicago”

C: “to” no, never, “arrive in Chicago”.

A: Right?

C: Yes. “Arrive at a place”

A: “arrive at Chicago”. No, “arrive at the hospital”.

C: Exactly right.

A: Arrive in the okay

C: But that's what I mean. People say, “arrive to the hospital”. Be fine to say it, but it's not correct.

A: Well, there we're also kind of skirting a topic that we've never talked about, and I don't know if I've ever talked about much in an academic context is with so many varieties of English, how much do you let slide with your students? For example, for me, in Chicago, you “wait in line”. Like in the majority of the United States, you “wait in line”. Yes. You “queue” outside of the US. But in New York

C: To “queue up”. “Queue up”, phrasal verb!

A: Weird!

C: Again, it's like

A: Weird great scrabble word. Q-U-E-U-E. But in New York “you wait on line”.



C: I remember that when I went to New York

A: I never told my students that “wait on line” exists. So, if they make the error “wait on line” instead of “wait in line” if it's an accident but they make it, do I have the right to take away a point for that? Because there's millions of people in the world who say, “wait on line”, and they're native speakers.

C: “Take away” or “take out”?

A: I accept both of them. I hate “take away”. “Take out food”. “Get it to go”.

C: I mean, again, using the get expression, sure!

A: But what do you think, if a student makes what technically in their lexicon would be an error because they're not doing it on purpose, but it turns out to accidentally be correct? Do we give them a point? I'm not talking about, like you could explain it to them in a classroom context, but on a written document, do they get the point or not when you know that they didn't do it on purpose?

C: I think we have to take this to the staff room and have a vote.

A: All right

C: Let's see what people say.

C: All right but getting back phrasal verb again to the original topic, some social life questions. One thing I think is just a very simple thing, is “go out”. Obviously, socialize and stuff, but for you, what's the opposite of “go out”?

A: “Stay in”.

C: Yeah, but I notice, or I've heard a lot of people say “stay at home”, and to me, “stay at home”

A: That's fine, but it's less of an activity...

C: ...and it sounds to me like there might be something wrong, “today I'm going to stay at home”. “I'm not feeling well”, but “I'm going to stay in tonight”.

A: Yeah, exactly. That. Stay in sounds like more of a choice than a necessity.

C: It's like, “I'm going to read”, “I go watch some Netflix”, “I'm going to do something that I enjoy”, and “I'm just not going to go out and see people”.

A: Exactly.



C: Gonna “stay in”.

A: A recent expression that maybe you've heard, which I love, is a *staycation*.

C: Okay.

A: Right. You know what that is? You're on a holiday, meaning you don't have to work, but you're not going anywhere, so you're having a *staycation*.

C: When I was at university, I had a *staycation* with it was my flatmate, basically. We had no money, so we couldn't go anywhere.

A: Sure.

C: But what we did do is we went downtown, and we bought some, like, Hawaiian shirts. So, we were actually celebrating, thinking, we are on holiday. Great.

A: So, you had no money, but you had enough money to buy a shirt that you were never going to wear again!

C: In a second-hand shop. It was like two pounds or something. Stay, another one. “Stay up”.

A: “Stay up late”? Yes. What about “wait up” for someone? Like, your parents would wait up for you if you went out to make sure that you came home.

C: But “stay up” for me is like an incredible phenomenon, really? Because we often do it knowing the consequences that the next morning...

A: ...but you mean “staying up all night” or “staying up late”?

C: No, “staying up late” is this idea. There's a little voice in your head on the edge. It's like half an hour more, just put on one more episode or something, and the next morning you suffer.

A: But you don't start falling asleep while you're watching that last episode.

C: I don't know. That's the thing.

A: Then you're not as old as I am on the inside.

C: I don't “nod off”.

A: “Nod off”. That's a good one.

C: True. And if you can in the morning, do you like to sleep in or lie in?



UB talkin' to me?

#PodcastUB

A: A “lie in”. That's one that I think in the US. Does not exist. I think to have a “lie in”, one of our listenings from our textbook that I would never say to sleep in.

C: To “sleep in”, you would say. But there's an expression in French which I believe it's got the same idea, but it's “faire la grasse matinée”, which is to do the big, fat morning.

A: To have a big fat morning.

C: Which is kind of like a brilliant expression.

A: I think I like that.

C: And have you ever ended up staying out later than you expected? Have you ever ended up... going out?

A: Oh, sure. Sure. Well, that's great. You had to end up doing something. I love that. That's always fun to talk about in class. “End” versus “finish” versus “end up”.

C: OR “end up” and “turn out”. That's a difficult one to try to explain.

A: Well, I had a concert the other night, right. So, I had to go out. I went out for the concert. The show ended around 11:30. It ended up that I was hanging out with some friends afterwards, and it turned out that I got home at 3:30 in the morning.

C: “Turn out”, I think, is the one that I really love. That idea is like, you just weren't expecting that kind of finish, that result.

A: It's a completely passive expression. “It turned out, I didn't do anything”. Just like, “it ended up that” ... it was totally out of my control!

C: Exactly.

A: I couldn't leave earlier. How would that happen?

C: A few easy ones. Do you like to work out?

A: I like to work out. I wish I had more time to work out. “Working things out”, though, is kind of tedious, right? But “to work out”, right? to do exercise, I do like it. I like playing basketball, although it's debatable if that's actually a healthy activity or not.

C: See, “work out”, is that actually playing basketball? Is that, or...?

A: No. “Working out” would be lifting weights or doing something useless. Like, basketball is very meaningful. You're trying to put a ball through an iron hoop and a net. I mean, it's the most meaningful activity in the world.



UB talkin' to me?

#PodcastUB

C: I like the idea of doing exercises, like, these things like push ups, press ups, sit ups... chin ups? Would you say?

A: Yeah! Chin ups, sure. Pull ups and chin ups, I don't know if those are different. Pull ups are like this, and chin ups are like this. Like the hands forward, hands back.

C: Right, right.

A: But I think the point you're getting at is interesting. All that is to "work out". You "play sports" because it's fun, right? But you "work out" because it's work.

C: And in the end, if you do loads of exercises and work out, you may have a six pack!

A: Or a case, like some of us. This is true, a six pack is great. You know what it is in Spanish?

C: Something to do with chocolate.

A: It's a chocolate bar, I think, *una tabla*.

C: Yeah, you've got a chocolate bar, but in English it's a six pack, which comes from a six pack of beer.

A: Well, and *tabla de chocolate*. I mean, it doesn't give you a six pack. Both of them are referencing things that will not give you well defined abdominal muscle.

C: Exactly.



un pòdcast de:



UNIVERSITAT DE
BARCELONA

