

Джейн Поуви

Английские фразовые глаголы и их употребление

*Допущено Государственным комитетом СССР
по народному образованию в качестве учебного пособия
для студентов институтов
и факультетов иностранных языков*

1152 618



*Москва
«Высшая школа» 1990*

ББК 81.2 Англ-928
П 64

Рецензенты

кафедра английской филологии Латвийского государственного университета им. П. Стучки (зав. кафедрой канд. филол. наук, доц. В. Гуртая); доц. Ф.М. Бершадская (Ташкентский государственный педагогический институт иностранных языков им. Ф. Энгельса)

Поуви Д.

П 64 **Английские фразовые глаголы и их употребление:**
Учеб. пособие. — М.: Высш. шк., 1990. — 176 с.

ISBN 5-06-001575-0

Фразовые глаголы, не имеющие аналогов в русском языке, представляют значительные трудности ввиду большого их разнообразия, идиоматичности значений и неоднородности функционирования. Цель пособия — научить студентов и лиц, совершенствующихся в английском языке, правильно понимать и употреблять основные типы глагольных словосочетаний. Для закрепления языкового материала дано большое количество примеров и разнообразных упражнений. В конце пособия дан указатель.

П **4602020102(4309000000) — 430** **284 — 90**
001(01) — 90

ББК 81.2 Англ-923
4И(Англ)

Учебное издание

Поуви Джейн

Английские фразовые глаголы и их употребление

Зав. редакцией Л.И. Кравцова

Редактор Л.И. Кравцова

Художественный редактор В.А. Щербаков

Технический редактор А.А. Кубенина

Старший корректор Е.Б. Комарова

Оператор И.А. Дука

ИБ № 8602

Изд. № А-85. Сдано в набор 20.07.89. Подп. в печать 13.06.90. Формат 60 x 88/16. Бум. офс. № 2. Гарнитура Таймс. Печать офсетная. Объем 10,78 усл.печ.л. 11,03 усл.кр.-отт. 12,00 уч.-изд.л. Тираж 25 000 экз. Зак. № 504. Цена 40 коп.

Издательство «Высшая школа», 101430, Москва, ГСП-4, Неглинная ул., д. 29/14.

Набрано на персональных компьютерах издательства «Высшая школа».

Отпечатано в Московской типографии № 8 Госкомпечати СССР, 101898, Москва, Центр, Хохловский пер., д. 7.

ISBN 5-06-001575-0

© Джейн Поуви, 1990.

TABLE OF CONTENTS

PREFACE.....	5
INTRODUCTION. CHARACTERISTIC FEATURES OF PHRASAL VERBS.....	8
CHAPTER I. TYPES OF PHRASAL VERB (with exercises)	
Six Main Patterns.....	12
Pattern IA: Intransitive with Adverbial Particle.....	13
Pattern TA: Transitive with Adverbial Particle.....	19
Pattern IP: Intransitive with Prepositional Particle.....	29
Pattern TP: Transitive with Prepositional Particle.....	35
Pattern LAP: Intransitive with Adverbial and Prepositional Particle.....	37
Pattern TAP: Transitive with Adverbial and Prepositional Particle.....	41
Verbs following more than one pattern.....	43
General (revision) exercises on patterns.....	48
Insertion of Adverbs.....	52
Passivization.....	54
Nominalization.....	56
CHAPTER II. IDIOMATIC USES OF SOME PARTICLES (with exercises)	
about, around.....	65
away.....	68
back.....	71
down.....	74
in.....	77
off.....	80
on.....	82
out.....	85
over.....	88
up.....	91
General (revision) exercises.....	95
CHAPTER III. STYLE AND REGISTER (with exercises)	
Style.....	98
Register.....	103
SUPPLEMENTARY EXERCISES	
Combinations with some basic verbs	
be.....	113
break.....	115
bring.....	117
come.....	118
come and go.....	120

cut	
get	
give.....	
go.....	
keep	
put	
run	
set.....	
stand	
take	
turn.....	

Phrasal Verbs in Topics

Education.....	
Theatre.....	
Sport	
Customs, Traditions, Holidays	
Writing and Publishing	
Visiting.....	
Travelling.....	
Telephone.....	
Weather.....	
Clothes	

BIBLIOGRAPHY	
--------------------	--

INDEX.....	
------------	--

PREFACE

By "phrasal verb" we mean a combination of an "ordinary" (one-word) verb (eg *come*, *give*, *put*) and an adverbial or prepositional particle (eg *in*, *off*, *up*), or sometimes both, which constitutes a single semantic and syntactic unit. Examples are *come in* (= enter) and *give up* (= stop doing), where the particle is adverbial; *come across* (= find by chance) and *look after* (= take care of), where the particle is prepositional; and *put up with* (= tolerate), where the first is adverbial and the second prepositional. Most writers confine the use of "phrasal verb" to the first type (with an adverbial particle),¹ using the terms "prepositional verb" for combinations with a prepositional particle and "phrasal-prepositional verb" for those with two particles. However, in view of the obvious similarities, it seems justified in a practical book such as this to follow the example of some English writers and lexicographers² and for convenience use "phrasal verb" in an extended sense (as a so-called "umbrella" term) to cover not only phrasal verbs proper but also prepositional and phrasal-prepositional verbs. This does not imply that the distinctions between the three types of combination are unimportant, but simply indicates that they have enough in common to be treated together in certain general statements. They are clearly differentiated in our classification³ and dealt with separately in Chapter I.

The use of the word "particle" to include not only those of adverbial but also of prepositional character is a parallel simplification considered to be justified for practical purposes in view of the absence of a universally accepted term for the second (and third) element of these combinations. Besides, there is a certain overlap between the two types; some of these words, for example *on*, *off*, *up* and *down*, can be used either as adverbial or prepositional particles (prepositions). Our extended use of "particle", like that of "phrasal verb", is intended to reflect the similarity between the two types but not to minimize their differences, which receive detailed treatment in Chapter I.

It is generally recognized that the role of English phrasal verbs has increased dramatically in recent years. This is reflected in the spate of dictionaries and practice books devoted to them which have appeared in Britain

¹ They are traditionally called "verbs with postpositives" by some Soviet writers. Other terms include "verb-particle construction", "verb-adverb compound", "discontinuous verb", and "two-word verb".

² For example, the *Longman Dictionary of Phrasal Verbs* (see Bibliography).

³ See p. 12.

for foreign students.¹ Not only have these verbs become more numerous (and their number is constantly increasing) but they are used more and more widely, not only in colloquial English but also, for example, in academic writing, in official reports, in fiction, and in the mass media. Some of them are pushing more traditional, one-word, verbs into second place. It is therefore essential that Soviet students of English should not only understand them when reading or listening to English but also use them themselves, in spite of the difficulties involved. The main difficulties are as follows: the sheer number and variety of phrasal verbs, the idiomatic nature of many meanings, the mobility of the particle, and variations in stress.

This book is intended to help students to overcome these difficulties. The most widely-used combinations have been selected and systematically presented, with a great number of exercises to practise various aspects of usage. The author has consulted books on phrasal verbs published in Britain but has worked out an original approach which is more comprehensive and better suited to the needs of Soviet students. This approach is primarily practical but is based on a sound theoretical foundation, which avoids oversimplification and enables students to understand why different combinations function in different ways. At the same time this theoretical basis does not prevent the exercises being used alone for practice.

The book consists of an introduction, three chapters, supplementary exercises, a bibliography and an index. Chapter I presents a classification of phrasal verbs into six basic types, or patterns, and describes how each pattern functions; Chapter II deals with idiomatic uses of the most common particles and Chapter III with the stylistic aspect of phrasal verbs, the question of register. These chapters contain numerous exercises, covering all the points made. Supplementary exercises on the use of different particles with the same "general" (basic) verb and on the use of phrasal verbs connected with particular conversational topics are added. (The choice of topics has been dictated not only by their importance but also by the existence of an adequate number of relevant phrasal verbs.) The index contains all the phrasal verbs which occur in the book, with a code indicating the pattern according to which they function and the possibility of passive and/or noun formation, and a definition. The page numbers refer to examples of usage both in the explanations and in the exercises.

The illustrative examples and the sentences in the exercises have mainly been written by the author, using the dictionaries and other books listed in the Bibliography, and (for Chapter III) English newspapers and radio programmes.

¹ One of the dictionaries, the *Longman Dictionary of Phrasal Verbs*, has been reprinted in the Soviet Union. Other works are listed in the Bibliography.

The book has been planned so that it can be used in various ways, at various levels. It may be worked through from beginning to end but any of the chapters, or even individual sections of them, may be taken separately, in accordance with the level of the students' knowledge and the demands of the syllabus, the time available. For example, those who want a more or less complete picture of how phrasal verbs function can study the six patterns given in Chapter I, doing as many of the exercises as they need. Those who are more interested in the idiomatic meanings of particles can take Chapter II (all or part). Those who simply want practice in using various phrasal verbs may choose those exercises most suited to their needs from any chapter. (For instance, the supplementary exercises given under "Phrasal Verbs in Topics" may be done in classes devoted to vocabulary work on the given topics – theatre, travelling, and so on.) Where several exercises are provided, as in Chapter I, they are graded according to difficulty, for example, from literal uses to idiomatic ones.

The index has a triple function. Firstly, it enables readers to find examples of the use of the verbs listed; secondly, it helps students who do not know the meaning and/or pattern of verbs used in the exercises to do these exercises correctly and at the same time provides students who do the exercises unaided (and teachers) with a means of checking the answers. Thirdly, the index may be used for reference independently of the rest of the book by those who have no dictionary of phrasal verbs.

Much of the material included in this book has been tried out with students of the English Department of Leningrad University. The author would welcome comments from other teachers about the material and its presentation.

Jane Povey

INTRODUCTION

Characteristic Features of Phrasal Verbs

According to our definition,¹ a phrasal verb constitutes a single semantic and syntactic unit. But how do we decide that a certain combination forms such a unit and should therefore be considered a phrasal verb? There is some disagreement among linguists on this question and a detailed treatment is beyond the scope of this book. However, the following points are worth making here.

The unity between the components of a phrasal verb is often expressed in terms of their **cohesion**.² Thus a phrasal verb is one where the cohesion between the two elements reaches a certain degree. This can be seen most clearly if we consider such contrastive pairs of sentences as:

- 1a. Peter called up his friend.
- b. Peter called up the stairs.
- 2a. Rita looked after the children
- b. Rita looked after the departing guests.

There is obviously a much higher degree of cohesion between the verb and the following word in sentences "a" than in sentences "b" and it would seem natural to indicate this cohesion as follows:

- 1a. Peter called up his friend.
- b. Peter called up the stairs.
- 2a. Rita looked after the children.
- b. Rita looked after the departing guests.

In sentences "a" we can say that the degree of cohesion is high enough to consider the words *called up* and *looked after* as phrasal verbs, whereas in sentences "b" *up* and *after* are "pure" prepositions introducing a prepositional phrase which functions as an adverbial modifier.

Although there can be little doubt that *called up* and *looked after* in sentences "a" above form single units of meaning, there are many other cases which are not so clear-cut.

- eg 3. John swam across the river.
- 4. The horse jumped over the fence.
- 5. The boy looked through the telescope.

Are *across*, *over* and *through* prepositional particles or "pure" prepositions?

¹ See Preface, p. 5-7.

² This word is used by R. Quirk et al. in *A Grammar of Contemporary English* (p. 812) and by D. Bolinger in *The Phrasal Verb in English* (p. 3).

6. Bill tossed the ball back.
7. The man nailed the lid down.
8. Mother brought the washing in.

Are *back*, *down* and *in* adverbial particles or “pure” adverbs?

Besides, phrasal verbs can be intransitive. How are we to assess the degree of cohesion in sentences such as:

9. The girl looked down.
10. The bird flew away.
11. Father often dines out.

In order to answer such questions some objective criteria are needed. Those usually applied are the following:

1) **Replaceability by a one-word verb** is often given as an indicator of semantic unity. While it is certainly true that many combinations generally regarded as phrasal verbs can be so replaced (eg *call up* – *telephone*, *put off* – *postpone*, *come by* – *obtain*, *put up with* – *tolerate*), this is clearly not an essential criterion, because there are many other obvious phrasal verbs for which there is no one-word equivalent. Examples are *break down* (= stop functioning), *make up* (= apply cosmetics), and *take off* (of a plane, = leave the ground). This criterion can therefore be used to include combinations in the category of phrasal verbs, but not to exclude them.

2) Another criterion is **idiomaticity**, as an idiom is often defined as a combination of two or more words which function as a unit of meaning.¹ Certainly many phrasal verbs have meanings which are not deducible from their parts, for example *bring up* (educate), *give up* (stop doing, using, etc), *go off* (explode; ring), *come by* (obtain), *go in for* (practise systematically). However, as stated in the Introduction to the *Oxford Dictionary of Current Idiomatic English*,² there is no sharply-defined boundary between idiomatic and non-idiomatic combinations. The compilers go on to say:

‘We shall do better to think of a scale of idiomaticity, with the “true” idioms (*step up*, *take off*)³ clearly established at the upper end and *draw out*⁴ appearing near the bottom, but with many items representing various

¹ See for example the Introduction to the *Oxford Dictionary of Current Idiomatic English*, Vol. 1. p. viii. A full treatment of the idiomatic aspect is given here.

² *op. cit.* p. viii.

³ As used in the sentences: *His promotion has stepped up their social status* and *He took off Winston Churchill to perfection.*

⁴ As used in the sentence: *Robert drew out £20 from his savings account.*

degrees of semantic and grammatical unity spaced out in between. Among the intermediate types, or "semi-idioms" we find items such as *put up*, as used in the sentence *Increased transport costs will put up prices.*¹

In fact the compilers of this dictionary, and others, include even items which are not idiomatic at all, for example, *fall down* and *pull off* (in their literal senses), either because they consider them to be single units according to other criteria or because the same combination may be used in a figurative (idiomatic) sense.

eg 12. That's where the plan falls down. (= is shown to be inadequate)

13. It's a good idea but are you sure you can pull it off? (= carry it out successfully)

Bolinger considers idiomaticity to be a secondary factor when deciding whether a combination is a phrasal verb.

It is therefore clear that this criterion does not apply to all combinations generally considered to be phrasal verbs.

3) **Passivization**, or the possibility of passive formation, is accepted by all writers as characteristic of transitive phrasal verbs. Thus our earlier examples can be transformed as follows:

14. Peter called up his friend. → His friend was called up.

15. Rita looked after the children. → The children were looked after.

Three-word combinations can also be passivized.

eg 16. You'll have to put up with the noise. → The noise will have to be put up with.

However, as Bolinger says, this is little more than a confirmation of transitivity. And the authors of *A Grammar of Contemporary English* admit that this test does not consistently differentiate between a phrasal verb, as in *John called up the man* and a verb followed by a prepositional phrase, as in *John called from the office*. For although *The office was called from* is doubtful, the passive could sound quite natural in a certain context.

eg This office has been called from so many times that it was natural to assume that it was the source of the latest call.¹

4) Another syntactic criterion put forward by the authors of the grammar quoted above is that questions formed from phrasal verbs (according to their terminology, phrasal and prepositional verbs) have the **pronominal** form *who(m)* or *what*, not an **adverbial** form such as *where* or *when*. Thus

¹ op. cit. p. 813

the question formed from *John called up the man* is *Who(m) did John call up?* whereas that formed from *John called from the office* is *Where did John call from?* This test seems to be reliable in distinguishing phrasal verbs from one-word verbs with prepositional phrases as adverbial modifiers.

5) The most reliable criterion for transitive phrasal verbs with an adverbial particle (phrasal verbs proper) is that the particle, unlike an ordinary adverb, can usually stand before a noun object.

eg Call up the secretary *or* Call the secretary up.

If the object is a pronoun, the particle must follow.

eg Call him up

unless the pronoun is contrastive,

eg Call up him (not his sister).

6) Another criterion concerns stress, but as this is used mainly to differentiate between adverbial particles and prepositions or prepositional particles, it will be discussed in Chapter I (p. 12-64).

Although all the criteria dealt with above can be useful in deciding whether a certain combination is a phrasal verb, none of them, either singly or together with others, provide an absolutely reliable test. There are always exceptions, borderline cases, which is not surprising in view of the great number and variety of these formations. Most writers agree that it is impossible to draw a clear line between phrasal verbs on the one hand and verbs with "pure" adverbs or prepositions on the other.

In this book we have been content to accept as a phrasal verb for our purposes any combination listed in the *Oxford Dictionary of Current Idiomatic English*, Vol. 1 (Verbs with Prepositions and Particles) and/or the *Longman Dictionary of Phrasal Verbs*, choosing those which are most common and likely to be most useful to Soviet students.

CHAPTER ONE. TYPES OF PHRASAL VERB

(With Exercises)

SIX MAIN PATTERNS

In order to understand and use phrasal verbs correctly it is necessary to divide them into groups or patterns, according to:

- 1) whether the pattern is transitive or intransitive;
- 2) whether there is one or two particles;
- 3) whether the particle(s) is/are adverbial or prepositional.

At first sight the third distinction might seem unnecessary from a practical point of view, especially as it is not always easy to make, because some words function both as adverbs and prepositions (for example, *up*, *down*, *over*). However, unless we distinguish between adverbial and prepositional particles we cannot understand why we can say, for example: *I looked up the word (in the dictionary)*, or: *I looked the word up*, but not: **I came the word across*; why we say: *I looked it up*, but: *I came across it*.

If we know that *up* in the combination *look up* (a word, etc) is an adverbial particle, whereas *across* is a prepositional one, the position becomes clearer.

In this book we have adopted the classification given in the *Oxford Dictionary of Contemporary Idiomatic English* (Vol. 1: Verbs with Prepositions and Particles), as this classification is based on extensive research and is also convenient from the practical point of view. However, the codes by which the types, or patterns, are designated (A1, A2, etc) have been replaced by letters which stand for words describing the nature of the pattern. These provide a closer connection between the pattern and its designation and are therefore easier to associate with the various patterns.

They are as follows:

- IA — intransitive pattern with an adverbial particle;
eg The alarm clock *went off* at 7 o'clock.
- IP — intransitive pattern with a prepositional particle;
eg I *came across* that word in a newspaper.
- IAP — intransitive pattern with both an adverbial and a prepositional particle;
eg She *put up with* the interruptions cheerfully.
- TA — transitive pattern with an adverbial particle;

eg He { *looked up* the word } in the dic-
 { *looked* the word *up* } tionary.

This pattern has two small sub-groups:

TA^{po} – the particle (p) always **precedes** the object (o), unless the latter is a pronoun.

eg I wish you'd { *give up* smoking.
 give it up.

TA^{op} – the particle always **follows** the object.
eg The lecturer *got* his point *across* very well.

TP – transitive pattern with a prepositional particle;
eg The instructor *put* my sister *off* driving.

TAP – transitive pattern with both an adverbial and a prepositional particle.

eg You shouldn't *take* your resentment *out on* the children.

See the table showing the six patterns, with examples of possible word order with either a noun or a pronoun object on p. 14.

Many combinations can follow more than one pattern, with or without a change of meaning. This is mainly due to two factors:

1. The meaning of some phrasal verbs (like one-word verbs) enables them to be either transitive or intransitive. For example, *wake up* can be intransitive, as in *Mary woke up* (Pattern IA) or transitive, as in *Mary woke the baby up* (Pattern TA). (See also p. 43.)

2. As mentioned above, some particles can be either adverbial or prepositional. For example, *off* in the combination *go off* can be adverbial, as in *The alarm clock went off* (Pattern IA) or prepositional, as in *I've gone off* (= lost my liking for) *chocolate (since I went round a chocolate factory)* (Pattern IP).

Some combinations can function according to as many as four different patterns. Cases where there is a sufficiently large and systematic overlap between patterns are dealt with after the separate types (see "Verbs Following More Than One Pattern", p. 43-48).

PATTERN IA: INTRANSITIVE WITH ADVERBIAL PARTICLE

Pattern IA is an intransitive combination of a basic verb and an adverbial particle.

eg 1. The students stood *up*.

The particle is usually stressed more than the basic verb, the force of the stress depending on the importance of the idea expressed by the verb as a whole in relation to the other parts of the sentence. If the verb is the nucleus, the particle usually carries the nuclear stress as shown above. If the nucleus is elsewhere, the particle naturally bears a weaker stress, hardly stronger than that on the basic verb.

SIX MAIN PATTERNS OF PHRASAL VERBS

	Intransitive	Transitive
with adverbial particle	<p><i>IA</i>: The alarm clock <i>went off</i> at 7 o'clock.</p>	<p><i>TA</i>: John { <i>looked up</i> the word in the dictionary. <i>looked</i> the word <i>up</i>. <i>looked</i> it <i>up</i>.</p> <p><i>TA^{PO}</i>: John { <i>has given up</i> smoking. <i>has</i> given it <i>up</i>.</p> <p><i>TA^{OP}</i>: The lecturer { <i>got</i> his point <i>across</i> very well. <i>got</i> it <i>across</i>.</p>
with prepositional particle	<p><i>IP</i>: { <i>I came across</i> an interesting expression yesterday. <i>I came across</i> it yesterday.</p>	<p><i>TP</i>: The instructor { <i>put</i> my sister <i>off</i> swimming. <i>put</i> her <i>off</i> swimming. <i>put</i> her <i>off</i> it.</p>
with adverbial and prepositional particle	<p><i>IAP</i>: { <i>Mary put up</i> with the interruptions cheerfully. <i>Mary put up</i> with them cheerfully.</p>	<p><i>TAP</i>: { <i>take</i> your resentment <i>out on</i> the child. You shouldn't <i>take</i> it <i>out on</i> the children. <i>take</i> it <i>out on</i> them.</p>

- eg 2. The 'students stood 'up im'mediately.
 3. 'Only a 'few of the ,students stood ,up.
 4. The 'students stood ,up but their 'parents remained ,seated.

Occasionally the particle is unstressed, as in:

5. 'John 'came in 'late.

This happens mainly with shorter or less "weighty" particles.

When the truth of the statement as a whole is denied or questioned, the nuclear stress falls on the basic verb.

- eg 6. — 'Why didn't the 'students stand ,up?
 — They 'stood up. (= They did stand up.)

A very large number of phrasal verbs belong to this group.

Exercise 1. What would you say in the following situations, using a phrasal verb? If necessary consult the list at the end.

Model: Someone knocks at the door of your room.
 — Come in.

1. You see someone walking on thin ice.
2. A friend of yours is very indignant about something.
3. A visitor is standing.
4. A group of people for whom you are responsible start walking in different directions.
5. A friend is about to leave without waiting for you.
6. Someone asks permission to use your telephone.
7. Someone is standing beside you and interfering with your work.
8. A friend of yours looks miserable.
9. The driver of the car in which you are travelling is driving too fast.
10. Some people are waiting for an underground train very close to the edge of the platform.

(calm down, cheer up, go away, go ahead, hold on, keep together, look/watch out, sit down, slow down, stand back)

Exercise 2. Fill in the blanks with a suitable particle, if necessary consulting the list at the end. (All these combinations have a literal, directional meaning.)

1. After the lecture the club secretary stood ... to thank the speaker.
2. He was so tired that he didn't get ... till eleven o'clock.

3. The man got ... his car and drove
4. As John was not prepared for the seminar he decided to stay
5. The dog lay ... by the fire and went to sleep.
6. He heard footsteps behind him and turned ... to see who it was.
7. Brenda forgot her purse so she had to go ... for it.
8. He was not an experienced skier and fell ... several times.
9. Mrs Wilson walked ... without even saying hallo.
10. You must be tired. Do sit
11. Jill told the travelling salesman to go ... and stop wasting her time.
12. We must get ... early tomorrow. The train leaves at 8.
13. The path was so muddy that they had to turn
14. As they were waiting at the bus stop several taxis passed
15. Here's a café. Shall we go ... and have a cup of coffee?

(away, back, by, down, in(to), off, on, out, past, round, up)

Exercise 3. Insert the appropriate particles in the following sentences, consulting the list at the end if necessary. (These combinations are mainly idiomatic.)

1. I'm sorry I'm late. The bus broke
2. It's a very modest restaurant. There's no need to dress
3. We must get ... one evening and have a chat. It's so long since we met.
4. I know the situation seems hopeless but don't give
5. First I'll sing the song by myself and then I'd like you to join
6. Helen would be very pretty if her teeth didn't stick
7. Roy promised to come at seven but he didn't turn ... till nearly nine.
8. The students stood ... in the corridor, waiting for the exam to begin.
9. We stayed ... after the lecture to ask questions.
10. Charles dashed ..., saying he had to catch a train.

(around, behind, down, in, off, out, over, together, up)

Exercise 4. Replace the italicized words by idiomatic phrasal verbs from the list (below). If necessary look up their meaning in the index first.

butt in, carry on, clear up, club together, die out, drag on, get in, give in, grow up, own up

1. When are you going to *become adult* and decide things for yourself?
2. Instead of each person buying Roger a separate present they all *put their money together* and bought him a pocket calculator.
3. I think that the person who broke the cup should *admit he is to blame*.
4. Peter kept asking his mother to let him go on the excursion and in the end she *allowed her objections to be overcome*.
5. I wish you wouldn't keep *interrupting* while I'm trying to explain.

6. The quarrel between the two families *continued tediously* for years.
7. The plane *arrives* at 11.30.
8. When Alan's wife left him he *continued* as if nothing had happened.
9. It's a pity that many interesting old customs have *ceased to be observed*.
10. It's a shame that the weather is so bad but perhaps it will *become fine* tomorrow and we can go to the beach.

Exercise 5. Read the definitions of the highly colloquial phrasal verbs given below, and the examples, and then use them to fill in the blanks in the sentences which follow.

blow over – be forgotten: cease to arouse feeling or interest

eg – You shouldn't have been so rude to your head of department. But don't worry. I expect the fuss will blow over in a few days.

catch on – become popular or fashionable

eg Breakfast television (= TV at breakfast time) was slow to catch on in Britain.

cry off – withdraw from some previous arrangement or agreement

eg Roy agreed to organize the conference but I'm afraid he'll cry off now that he's retiring.

fall through – fail to be completed or to take place

eg Their idea to build a house on the coast fell through because they were refused planning permission.

get by – manage to live more or less normally, succeed, in spite of difficulties, etc

eg Things are rather difficult at the moment but we'll get by somehow.

let up – relax one's efforts

eg George never lets up for a minute. I don't know where he gets his energy from.

pass out – lose consciousness, faint

eg Some people pass out at the sight of blood.

slip up – make a (careless) mistake

eg – I forgot to change the address on the parcel.

– Well, you slipped up badly there.

split up – end a relationship: stop working together

eg After the Beatles split up Paul McCartney started a new group, Wings.

turn in – go to bed

eg You can stay up if you like but I'm turning in.

1. – I haven't seen Philip and Alison together lately.

– Oh, didn't you know? They've ...

2. It sounds a good idea but do you think it will ...

3. – I thought you were going on a Central Asian tour in the spring.

– I was, but unfortunately it ...

4. When the details were published there was a big scandal but it soon

5. — I've had a hard day today, so I think I'll ... early tonight.
6. Somebody has I was told that the lecture was at 7 o'clock but according to the timetable it's at 8.30.
7. It's very inconsiderate of Barbara to ... at the last minute. How can we find anyone else to baby-sit at such short notice?
8. Mother's on her feet from morning till night. If she doesn't ... soon she'll make herself ill.
9. When Marion heard that the plane her parents were travelling in had crashed she
10. — Sheila seems to have a lot of problems at home.
— Yes, but don't worry. She'll

Exercise 6. Many phrasal verbs have more than one meaning, which is determined by the context. Read the various definitions of *come in* and *go off* and then say which is applicable to the sentences given below.

A. come in: a. enter (a building, etc); b. become fashionable; c. become available (in shops); d. (*in politics*) gain power, take office; e. (*in sport*) finish a race; f. (*in broadcasting, journalism*) be received, reach the office; g. (*of the tide*) move towards the land

1. I've heard that (shoes with) rounded toes are coming in again.
2. They could not walk along the beach any farther because the tide was coming in.
3. Sebastian Coe came in first in the men's hundred metres, with Andrew Barker second and John Thompson third.
4. — Don't stand on the doorstep. Come in and sit down.
5. News of an earthquake in Turkey has just come in.
6. When the present government came in they promised to reduce taxation.
7. Strawberries will soon be coming in.

B. go off: a. leave (a place), esp. suddenly; b. (with *well, badly*, etc) have a certain outcome, be successful or unsuccessful in the event; c. make a sudden (ringing) noise; d. explode, fire; e. (*of electricity, water*, etc) be switched off, be no longer supplied; f. become worse; g. turn sour, become unfit to eat or drink.

1. Yesterday evening while we were watching television the electricity went off.
2. I used to enjoy watching that programme but it's gone off lately.
3. Why did John go off like that, without even saying good-bye?
4. I overslept this morning because my alarm clock didn't go off.
5. The concert went off very well, in spite of there being so few rehearsals.
6. Oh dear, this fish has gone off. I shall have to throw it away.
7. Fortunately there was no one in the building when the bomb went off.

PATTERN TA: TRANSITIVE WITH ADVERBIAL PARTICLE

This pattern is a transitive combination of a basic verb and an adverbial particle.

eg 1. He **put** **on** his coat.

Such combinations are characterised by great flexibility as regards (a) the position of the particle and (b) stress.

(a) Position of the Particle

If the object is a noun, the particle may either precede or follow it.

eg 2. He { put on his coat.
put his coat on.

Although both positions are possible, it should not be assumed that there is no difference between them, or that both are equally common for all verbs. It is beyond the scope of this book to discuss fully the distinctions expressed by the position of the particle¹ but readers should take into consideration the following points, one semantic and one stylistic.

For the object, the final position is one of semantic focus (greater semantic weight). Therefore if the object does not carry new or important information, it is more usual to put it in the middle position.

eg He put his coat on.

Cf He put on his coat. — Here *his coat* is given greater semantic weight.

Stylistically the middle position for the object, with the particle following, is particularly characteristic of informal English; the other order tends to be more formal.

If the object is longer, it is more likely to occupy the final position.

eg 3. He put { on his new coat.
his new coat on.

4. He put on a thick coat with a fur collar.

5. He put on the coat he had bought in London.

Putting the particle at the end in such cases as 4 and 5 would be very clumsy and, in sentence 4, even ambiguous. However, it is not simply a question of length here; the longer the object, the more likely it is to carry new or important information and therefore to demand the semantic focus given by the final position.

There are some combinations of this pattern where the particle does

¹ This question is fully treated in *The Phrasal Verb in English* by Dwight Bolinger (p. 50 et seq).

not enjoy the mobility described above, at least in certain senses. In one group the particle comes **only** ¹before a noun object.

eg 6. I've found out the reason (for the delay).

In the other group the particle comes **only** after a noun object.

eg 7. I saw my friends off.

The reasons for these restrictions are not very clear and the foreign student simply has to learn which combination has which order by remembering examples. They are not numerous; of approximately 500 combinations following pattern TA selected as material for this book, only about 70 have fixed word order. They are marked as follows:

TAP^o – particle precedes object

TA^{op} – particle follows object

and there are lists of the most common cases on p. 26, 27-28 followed by exercises on them.

If the object is a pronoun, it occupies the middle position (between the verb and the particle) in all cases, including combinations with restrictions on the position of a noun object.² This fits in with the idea of the middle position giving less semantic weight.

eg 8. He took his coat and put it on.

9. The reason was so simple that I soon found it out.

10. When my friends were ready to go I saw them off.

(b) Stress

As with intransitive combinations (IA), the particle tends to be stressed.

When the verb (as a whole) is the nucleus, the particle usually carries the nuclear stress and the basic verb has secondary stress.

eg He 'took his 'coat | and 'put it 'on.

The 'reason was so 'simple | that I 'soon 'found it 'out.

'When my 'friends were 'ready to 'go | I 'saw them 'off.

Another type of stress pattern where the verb is still the nucleus is illustrated by:

11. I 'told you to 'give the books 'in. (= but you haven't done so, or you are not doing so quickly enough)

¹ This is to some extent an oversimplification, but exceptions are so rare that from the practical point of view they may be ignored.

² Except for emphatic colloquial sentences such as: *Cross out him, not me* (eg from a list).

Sometimes the stress on the particle is contrastive.

eg 12. 'Why did you 'turn the gas ,up? (= not down, as you should have done)

This emphatic or contrastive pattern can be compared with the more usual:

13. I 'told you to { 'give the 'books \in.
 { 'give in the \books.

14. 'Why did you { 'turn the ,gas up?
 { 'turn up the ,gas?

where the object is the nucleus. Thus the speaker can express different shades of meaning by varying the stress on the particle. In more complex sentences there are obviously more possible variations.

By putting the nuclear stress on the basic verb, the speaker asserts that the action really has taken, or is taking place. (Someone has denied or questioned this.)

eg 15. — I 'told you to 'give your \books in.

— We've \given them ,in. or: — We're \giving them ,in.

Combinations following pattern TA comprise the largest group of phrasal verbs.

Exercises 7-13 are on combinations which follow the standard pattern, that is, where the particle may either precede or follow a noun object. These form the vast majority. Exercises 14-17 are on combinations in which the mobility of the particle is restricted.

Exercise 7. A. Fill in the blanks with appropriate particles, if necessary consulting the list at the end. (The combinations in these sentences are used literally.)

1. We shall have to chop that tree It's too close to the window and keeps ... the light.
2. Will you please bring ... the magazines I lent you when you come on Saturday.
3. If your tea isn't sweet enough, put some more sugar
4. Christine drew the curtains ... to let ... the morning light.
5. — Will you help me hang ... this picture? I think it will look best over the sofa.
6. — Now just stick the stamps ... and I'll post the letters for you.
7. The prisoner was so angry that he threatened to break the door

8. — It's getting rather dark. Will you put/switch/turn¹ ... the light, please.
9. — I can't reach that high cupboard.
— Well, I'll stand on a chair and pass the things ... to you.
10. He stretched ... his hand to take the letter but Marion threw it ... on the table.
11. Why don't you roll the map ... so that it doesn't get creased?
12. She tied her hair ... with a ribbon because it kept falling into her eyes.

(*away, back, down, in, off, on, out, up*)

B. Read the completed sentences again, changing the position of the particle where you think this can be justified.

Exercise 8. A. Fill in the blanks with appropriate particles, if necessary consulting the list at the end. (The combinations in these sentences are used idiomatically.)

1. Oh dear. I must have forgotten to wind ... my watch. It's stopped.
2. We had better put ... the meeting until Mr Barnes comes back from London.
3. — How do you intend to bring ... all these changes?
4. David picked ... a working knowledge of Arabic while he was working in Egypt.
5. His talk was rather interesting but unfortunately he missed ... several important points.
6. Cross ... the last sentence. It only repeats what you've already said.
7. Then the teacher asked the students to make ... sentences of their own.
8. — Tick ... each item as we deal with it.
9. — I really must clear this drawer It's so untidy I can't find anything.
10. In the end they managed to work ... a solution to the problem.

(*about, down, off, out, up*)

B. Now read the completed sentences again, changing the position of the particle where this can be justified.

Exercise 9. Replace the italicized words by idiomatic phrasal verbs from the list below. If necessary look up their meaning in the index first.

back up, bear out, bring out, bring up, fill in/up, hold up, lay out, let off, make out, pull down, put up, rule out

¹ The distinction between *put*, *switch* and *turn* in this sense is as follows. With electric lights, electric and gas fires (heaters), any of these verbs can be used. With other electrical appliances, such as radio and television sets, tape-recorders, irons, etc. *switch* is the most usual, although *turn* is also possible. With gas (cookers) and water (taps) only *turn* is generally used.

1. The discussion went very smoothly until Mr Granger *raised* the question of finance.
2. He was standing on the other side of the room, so I couldn't *see* the expression on his face *clearly*.
3. These old houses will soon be *demolished* to make way for the new road.
4. We cannot *exclude* the possibility of rain, so have the tent ready.
5. The shop assistant *arranged* the goods on the counter.
6. I wish someone would *publish* a good book on the use of tenses.
7. I have several questions but they aren't connected with this subject so I'll keep them till later. I don't want to *delay* everybody.
8. The facts *confirmed* the driver's statement. The road to Exeter really had been closed that day.
9. Soon after Jim and Rosemary moved into the flat, the landlord *increased* the rent.
10. Mr Carr *completed* the insurance form and handed it back to the secretary.

Exercise 10. Read the definitions of the idiomatic phrasal verbs listed below, and the examples, and then use them in the sentences which follow, adding a pronoun object where necessary.

brush aside — disregard, treat as unimportant:

eg David brushed her objections aside, saying that the idea would work very well.

clear up — remove doubt about, make clear:

eg I should like to clear up some practical points before we start our discussion.

get back — regain possession of:

eg Don't lend books to Sheila. You'll never get them back.

let down — fail sb who believes one to be reliable, disappoint sb's hopes:

eg Ask Roger to make the travel arrangements. He won't let you down.

play down — try to make something appear less important than it really is:

eg Bob always played down his upper-class, public-school background at work.

point out — indicate, draw attention to:

eg — I should like to point out that we only have ten minutes left.

sort out — put into groups, categories, according to size, importance, subject, etc; put in order:

eg — During the vacation I'm going to sort out my books and rearrange them on the new shelves.

spin out — make sth last as long as possible:

eg — I don't know how I'm going to spin my grant out until the end of term. (In Britain student grants are paid at the beginning of each term.)

take on — undertake, accept a burden or responsibility:

eg He began to regret taking the job on. It was proving much more difficult and time-consuming than he had expected.

try out — use sth to see if it functions properly:

eg — I should like to try the sewing machine out before I buy it.

1. The guide ... several places of interest as they drove along.
2. — I should like to go on the excursion very much but I've promised to help my friend move into a new flat and I don't want to ...
3. — We must ... the tape-recorder ... beforehand, so that everything goes smoothly at the concert.
4. If you ... any more duties you won't have any free time at all.
5. She hasn't really got very much work but she ...
6. If you've got any difficulties let's .. now.
7. She began to ... the clothes she was going to take on holiday with her.
8. — I've already paid for the trip and I shan't ... my money ... if I decide not to go after all.
9. Jim ... her offer to help and started to move the bookcase.
10. In this new production of "Henry IV" the director ... the comic side of Falstaff's character, emphasising the pathetic aspect.

Exercise 11. Respond to the requests, using a pronoun object.

Model: A. — 'Will you 'put the 'books a way, please.

B. — I've al'ready 'put them a way.

1. — Will you let the dog out, please.
2. — Please give in your exam papers.
3. — Do you think you could pick up the theatre tickets after work today?
4. — Will you turn the gas off, please.
5. — Please take your boots off.
6. — Would you mind typing out the exercises.
7. — Will you fold up the tablecloth, please.
8. — Please take your library books back.
9. — Would you hang the washing out for me, please.
10. — Write down the address, please.
11. — Will you send that man away, please.
12. — Please fill the cups up.

Exercise 12. Respond to the statements below, using the prompt word given in brackets.

Model: A. — I'm too hot in this sweater. (take off)

B. — Take it off then.

1. — This suitcase is too heavy. (put down)
2. — I can't remember what that word means. (look up)
3. — These papers are all mixed up. (sort out)
4. — I should like to invite Ann to the party. (ring up)
5. — I don't need these old notebooks any more. (throw away)
6. — The soup has gone cold. (heat up)
7. — Our guests have arrived. (let in)
8. — I don't know whether the jacket will fit me. (try on)
9. — I shan't be able to remember all those names. (write down)
10. — These figures are wrong. (cross out)
11. — I've brought the books you asked for. (give out)
12. — It's raining and the deck-chairs are getting wet. (bring in)

Exercise 13. Complete the sentences, or make second sentences, using suitable phrasal verbs. If necessary consult the list at the end.

Model: — If you don't like the programme,

— If you don't like the programme, switch it off.

1. When you've finished your compositions,
2. Do you know their phone number or shall I ...?
3. These trousers are too short. I shall have to
4. The dog needs a walk. Will you ...?
5. The production of "West Side Story" was a flop, so they
6. The gas is too high. Please
7. She sold the big house because she couldn't afford to
8. If you have any difficulties, let's
9. The address is so badly written that I can hardly
10. Take an application form and
11. If your sister would like to come with you,
12. I'd like to hear what the recording sounds like, so

(bring along, clear up, fill in, give in, keep up, let down, look up, make out, play back, put away, take out, take off, turn down)

The following exercises are on those combinations in which the mobility of the particle is restricted. As such cases are not very numerous, the most common ones are listed below. Where the restriction on the position of the particle applies only to one or more (but not all) of the possible meanings, these meanings are given in brackets.

TAP⁰ (The particle precedes a noun object)

bring back (= reintroduce)

brush up

carry on

carry out (fig. = fulfill; perform)

find out (= learn)

give off

give up (= 1. stop eating, drinking or indulging in:

2. abandon, no longer pursue one's efforts, etc)

hold out (fig. = offer)

keep up (fig. = maintain, continue to practise)

let out (fig. = utter)

make out (= understand)

make up (= constitute)

pass over (= avoid — sth unpleasant)

put on (= assume)

set off (= prompt, stimulate)

set up (= cause, produce)

take in (= take into one's home)

take on (= acquire, eg *a certain meaning*)

take up (= 1. adopt as a pastime:

2. start work; eg *take up one's duties*;

3. continue a story (interrupted, or started by someone else)

throw off (= manage to get rid of — *a cold*, etc)

turn out (= produce)

Exercise 14. Complete the sentences using a verb from the list below and the object in brackets:

brush up, carry on, carry out, give off, give up, keep up, let out, make up, put on, take in, take up, turn out

1. The doctor advised Dorothy to (sugar and other sweet things)
2. Oxygen is only one of the elements that (the earth's atmosphere)
3. In order to test his theory, Dr Lee (many experiments in the laboratory)
4. Before her trip to France, Pat decided to go to evening classes and (her French)
5. After her marriage Alison had no time to (her tennis)
6. To make his story more amusing, John (a Cockney accent)
7. Janet has a lovely voice. She ought to (singing)
8. Suddenly Linda saw a snake and (a piercing scream)
9. In order to make ends meet Mrs Morris started to (lodgers)

10. Some French cheeses ... (a very strong smell)
11. The local factory ... (thousands of cars) a day.
12. The noise of the traffic was so loud that it was impossible ... (a conversation)

Exercise 15. Complete the sentences using a phrasal verb from the list below and a pronoun object: *carry on*, *carry out*, *give up*, *keep up*, *pass over*, *put on*, *set off*, *take in*, *take up*, *throw off*.

1. Her naive manner isn't natural. She just ...
2. It's easy to make plans but not always so easy to ...
3. The rumour was quite unfounded and no one could understand what ...
4. Alan found his son's behaviour an embarrassing subject and did his best to ...
5. Margaret enjoyed her visits to the theatre but when her mother fell ill she had to ...
6. — I've had this cold for over a week. I can't ...
7. The new students had nowhere to live so the families of some of the teachers ...
8. Alan is making very good progress now and I hope he will ...
9. Skiing is such good recreation in the winter. Why don't you ...
10. The business was very profitable but alone Richard could not ...

TA^{OP} (The particle follows a noun object)

bring round

catch out

get down (= depress)

give up (= 1. no longer expect;

2. no longer hope for sb's recovery)

have on (= 1. have sth arranged;

2. deceive — colloq.)

have out (eg *a tooth*)

hear out

invite in/out/over/round¹

keep down (= 1. not raise;

2. repress;

3. keep in the same class. at school)

keep on (= continue to wear)

keep up (= prevent from going to bed)

lead on (= persuade to do sth by making false promises)

leave up

pass over (= not consider for promotion)

¹ For the meaning of the particles *over* and *round* here see p. 66.

pin down (= persuade sb to define his position)
 pull up (= stop and reprimand)
 put out (= inconvenience)
 read over
 see off
 show up (= embarrass)
 shut away
 take off (= have as a break or holiday)
 talk round (= persuade sb to do sth to which he was first opposed)
 tear apart
 tell apart

Exercise 16. Complete the sentences with a phrasal verb from the list and the object in brackets:

bring round, have out, invite in, keep down, keep on, leave up, read over, see off, shut away, tell apart

1. — It's very cold in here. You'd better ... (your coat).
2. — Linda's gone to the station to ... (her cousin).
3. — I don't feel very well. I ... (two teeth).
4. — Why don't you ... (your friends) instead of standing talking in the street?
5. Please ... (the proposals) before the meeting.
6. Mrs Collins is so shortsighted that she can't ... (Catherine and her mother).
7. — I wanted Derek to ... (that nice picture) but he said he was tired of it and took it down.
8. They ... (the prisoners) in a remote village.
9. — Would you like to ... (your brother) some time? I should like to meet him.
10. — The doorway is very low, so ... (your head).

Exercise 17. Read the definitions of the phrasal verbs below and then use them in the sentences which follow, with the object given in brackets.

get down — depress. lower sb's spirits
 give up — no longer expect
 hear out — listen to sb until he has finished speaking
 keep up — prevent from going to bed at the usual time
 pass over — not consider for promotion (sb who seems a suitable candidate)
 pin down — persuade (sb) to define his position. state his intentions
 put out — inconvenience
 show up — embarrass (sb) by behaving badly in his company
 take off — have (time) as a break. or as a holiday from work
 talk round — persuade (sb) to do sth to which he was first opposed

1. — You should ... (the students) before you make a decision. Let them express their point of view.
2. The continual rain gradually ... (everybody).
3. — You're working too hard. Why don't you ... (a few days)?
4. The interviewer tried to ... (the minister) but he skilfully avoided making a definite statement.
5. The baby ... (Alison) nearly every night.
6. — Are you sure it will be all right if I stay the night? I don't want to ... (your parents).
7. — I wonder why they ... (Michael Ross) when the chair became vacant. He seemed the most obvious candidate.
8. Tony's father insisted that he wouldn't go to the wedding but Tony finally ... (him).
9. The snowstorm was so severe that everyone ... (the climbers).
10. They didn't want to go to a restaurant with Jimmy because they were afraid he would ... (them). His manners were terrible.

PATTERN IP: INTRANSITIVE WITH PREPOSITIONAL PARTICLE

This pattern is an intransitive¹ combination with a prepositional particle followed by its object.

eg 1. Mary **looked for** the missing book.

When the prepositional object is a pronoun it also follows the particle.

eg 2. Mary looked for it.

As stated in the Introduction,² there is no clear-cut distinction between a phrasal verb of this type and a one-word verb with a "pure" preposition, as illustrated by the sentence:

3. Mary looked under the table.

It is a question of cohesion. For example, in sentence 1 *looked for* has enough cohesion to be considered a unit of meaning,³ *under* is a pure preposition introducing the prepositional phrase *under the table*, which func-

¹ The basic verb is treated as intransitive in order to distinguish this pattern from the one where the basic verb has an object (Pattern TP). Compare the following sentences:

Mary *looked for* the missing book. (Pattern IP)

Mary *took* the man *for* the plumber. (Pattern TP)

² See p. 8-9.

³ According to several of the criteria given in the Introduction. Although it cannot be replaced by a one-word verb its semantic cohesion can be demonstrated by extending the sentence to *Mary looked for the missing book and eventually found it*, where *looked for* is a unit comparable to *found*. Besides, *look for* is idiomatic, it can be made passive, and takes the pronominal question form *what?* (*What did Mary look for?*)

tions as an adverbial modifier. However, there are quite a number of borderline cases, where either interpretation is equally valid. For example, *looked at in*

4. Mary looked at her mother.

can be considered either as a phrasal verb or as a one-word verb (*look*) followed by a pure preposition.¹

The fixed position of the particle in relation to its object (whether a noun or a pronoun) is the main feature which distinguishes this pattern from the transitive pattern with an adverbial particle (TA) discussed on p. 19-20.

Compare:

5. Mary *looked for* the book. (IP)

and 6. Mary $\left\{ \begin{array}{l} \textit{looked up} \text{ the word.} \\ \textit{looked the word up.} \end{array} \right\}$ (TA)

7. Mary *looked for* it. (IP)

and 8. Mary *looked it up*. (TA)

The other distinctive feature of prepositional particles is that they tend to be unstressed, whereas adverbial particles are often stressed. This contrast is most obvious when there is a pronoun object,

eg 9. 'Mary'looked for it.

10. 'Mary'looked it 'up.

in relative clauses with the particle in end position,

eg 11. Did you find the book you were looking for? (IP)

12. Did you find the word you were looking up? (TA)

and in the passive;

eg 13. The 'missing'book was 'looked for. (IP)

14. The 'new'word was 'looked 'up. (TA)

However, in spite of this general tendency for prepositional particles to be unstressed, it is by no means rare for them to be stressed, especially when the object is a pronoun.

eg 15. Don't worry about the children. I'll look after them.

¹ See, for example, *A Grammar of Contemporary English* by Randolph Quirk et al., p. 818-819.

16. Ann took the magazine and flicked through it.¹

This occurs mainly with longer, "weightier" prepositions such as *across*, *after*, *over* and *through* but some shorter particles may also be stressed, notably *at*, *by*, *into* and *off*. An important factor here is often the weight of meaning carried by the particle in relation to that borne by the basic verb. If the basic verb is a very general one and the main idea is expressed by the particle, then the latter is likely to be stressed.

eg 19. — Have you all finished the exercise? Well, let's go 'through it, then.

20. Everyone was so friendly that he soon got 'over his nervousness.

If the particle is semantically weaker than the basic verb, it is less likely to be stressed.

eg 21. Bob 'puzzled over the letter for some time.

22. Helen didn't want to 'part with the photograph.

However, owing to the specific semantic and stylistic features of certain combinations, it has not proved possible to formulate any clear principles which will apply to all cases. Therefore in the following exercises stressed particles which the reader might not expect to be stressed are marked (eg *keep*, *at it*).

Exercise 18. Fill in the blanks with appropriate prepositional particles, if necessary consulting the list at the end.

1. — Excuse me, please. How can I get ... the centre?
2. Mr Grant got ... his car and drove off.
3. Roy went ... the bookshop to see if they had Golding's latest novel.
4. After their sightseeing tour they went ... an art exhibition.
5. — Would you like to go ... an excursion to Stratford on Saturday?
6. — You must get ... the train at Derby and take a bus to Ashbourne.
7. — Don't forget we're going to the theatre tomorrow. I'll call ... you at a quarter to seven.

¹ The combinations *look through* and *look over* (= examine briefly) and a few others, for example with *read* and *run* (in a figurative sense), may function according to either pattern IP or TA.

eg 17. He took the magazine and looked { through it.
it through.

18. I kept running { over the scene } in my mind.
the scene over }

8. Mary rushed towards the exit and tripped ... a suitcase which someone had left.
9. The children were playing on the lawn, in spite of the notice "Keep ... the grass".
10. Their house is very well situated. It backs ... the river.
11. — Have you finished ... the iron? If so I'll press my skirt.
12. — If John still has a temperature tomorrow, send ... the doctor.
13. — Would you look ... my article and tell me what you think of it?
14. Jean puzzled ... the message for ages, trying to understand what Brian really wanted.
15. — I must be sure that the children are properly cared ... while I'm away.

(for, into, off, on, onto, over, through, to, with)

Exercise 19. Replace the italicized words by a phrasal verb from the list below.

call on, come into, get at, go with, look into, pass for, sit for, dispose of, stand for, stick to, take after, turn into.

1. An inspector *visited* the family to see what conditions they lived in.
2. That handbag will *match* your new jacket very well.
3. I wish Charles would *not wander from* the point. It gets on everybody's nerves.
4. Margaret was too ill to *take* the exam.
5. When we complained about the service at the restaurant the manager said he would *investigate* the matter.
6. His English is so good that he might even *be accepted as* an Englishman.
7. Their friendly discussion soon *became* a bitter argument.
8. Rachel's very musical. She *resembles* her mother.
9. — I'll bring you the book next time. I can't *reach* it now.
10. — What's happened to Leslie? He's living as if he had *inherited* a fortune.
11. They didn't know how to *get rid of* all the rubbish after the redecoration (of the house).
12. — I won't *tolerate* such rudeness.

Exercise 20. Read the definitions of the idiomatic phrasal verbs given below, and the examples, and then use them to fill in the blanks in the sentences which follow.

bear with — listen patiently to. tolerate:

eg I know Marion's behaviour is very irritating but things are very difficult at the moment, so bear with her.

cater for — provide food, refreshments for; provide a service, etc for particular groups of people; satisfy a particular need:

eg The hotel caters for weddings.

The club caters mainly for teenagers.

cope with – deal effectively with; manage to overcome some difficulty:

eg – I don't know how she copes with a full-time job and a family.

dawn on – become clear:

eg It suddenly dawned on me why he was always late.

get over – recover from:

eg It took Betty a long time to get over the death of her son.

go into – examine; consider; mention; discuss:

eg – There's no need to go into details. Just give me the general idea.

make for – move towards:

eg As soon as the speaker had finished, Stephen made for the exit.

see about – take the necessary action to achieve sth. remedy sth:

eg – Excuse me, I must go and see about the dinner.

stand by – be true or faithful to (sth); support (sb):

eg – I stand by the promise I made yesterday.

tell on – have a harmful effect on the health or condition of:

eg All these late nights are beginning to tell on him.

He looks worn out.

1. – Can you ... the extra work or shall I ask someone to help you?
2. When Brian arrived at the party he immediately ... the refreshments.
3. Ann neither liked nor trusted Mr Drummond but she ... him for her husband's sake.
4. His family ... him during the crisis and he finally reestablished his reputation as a lawyer.
5. Bill soon ... his disappointment and started working on a new project.
6. Evening classes run by the local authorities ... various interests and tastes.
7. – When are you going to ... that dripping tap?
8. As Ruth sat trying to understand what was happening the truth ... her.
9. Diana had strong nerves but the constant strain was beginning to ... her.
10. – I'd rather not ... the reasons for Andrew's behaviour at the moment.

Exercise 21. Read the following sentences, which contain colloquial phrasal verbs, and then choose the correct meaning for each from the list.

1. – I've been on my feet all day. I can *do with* a rest.

(NB. *Can* or *could* is essential in such sentences.)

2. – I'm *dying for* a cup of tea after that long walk.
3. – Margaret has *fallen for* the new manager. He's certainly very handsome.

4. — At first I couldn't understand what he *was getting at* but then he expressed himself more clearly.
5. — You can't *get out of* doing the washing-up by pretending to forget.
6. Martin started to tease the neighbour's dog and it *went for* him.
7. — I thought you liked thrillers.
— Well, I used to, but I've *gone off* them recently. I've probably read too many.
8. — If you want to finish decorating the flat by the end of the week you'll have to *keep at* it.
9. — Why *pick on* me? Let somebody else do the dirty work for a change.
10. — I *ran into* John Bradley while I was in town today. It must be at least five years since I last saw him.

(a. imply, suggest (in an indirect way); b. stop liking; c. be attracted to, fall in love with; d. avoid (an obligation, duty, etc); e. meet by chance; f. continue to do with persistence; g. need, want; h. need, want very badly; i. attack; j. choose (repeatedly) for criticism, punishment or some unpleasant task.)

Exercise 22. React to the following statements according to the model.

Model: A. — Let's go round the palace.

B. — I've already been round it.

1. — Let's look through these magazines.
2. — Let's go up the tower. (There's a good view from there.)
3. — Let's send for the plumber.
4. — Let's look for those missing papers.
5. — Let's go into that bookshop over there.
6. — Let's deal with the timetable changes.
7. — Let's see to the travelling arrangements.
8. — Let's go 'over these figures.
9. — Let's look 'round the market.
10. — Let's apply for permission.

Exercise 23. Complete the sentences, using the verb given in brackets and a pronoun object, according to the model.

Model: He didn't see the man coming and ... (bump into)

He didn't see the man coming and bumped into him.

A. Here the meaning expressed by the particle is as important (or even more important) than that of the basic verb and the particle is therefore stressed.

1. — Don't leave that bucket where somebody might ... (trip over)
2. David has some bad habits but I hope he'll soon ... (grow out of)
3. — I've heard about the cancellation of the visit but I don't know what ... (lie behind)
4. His manner was charming but Anne ... (see through)
5. They thought of selling the house but finally ... (decide against)
6. It's such an attractive cottage that I expect a lot of people ... (be after)
7. — Be sure to bring my tools back, as I can't ... (do without)
8. Philip has been behaving very strangely recently. I don't know what ... (come over)
9. — Your clothes are soaking wet. You'd better ... (change out of)
10. — I should like to become a blood donor but I don't know how ... (go about)

B. Here the particle has less semantic weight than the basic verb and is therefore unstressed.

1. As Carol didn't know the way to the theatre, John said he would ... (call for)
2. The necklace had sentimental value, so Pat didn't want ... (part with)
3. The children are very spoilt, as their mother ... (fuss over)
4. Margaret suggested planting some dahlias, but her mother said ... (not care for)
5. I know Helen has a lot of problems but it doesn't help to ... (dwell on)
6. Their new neighbours were very friendly and Jenny immediately ... (take to)
7. George never lifted a finger at home. He expected everyone ... (wait on)
8. — I'm sorry I took the scissors. I thought you ... (finish with)
9. — Claire is so disappointed about failing the exam. I do ... (feel for)
10. At first it seemed as if Jim would win the race easily but then his rival began ... (gain on)

PATTERN TP: TRANSITIVE WITH PREPOSITIONAL PARTICLE

This pattern consists of a transitive basic verb and a prepositional particle with its own object.

eg 1. John *kept* the news *from* his parents.

Compare this with pattern IP, where the particle is also prepositional but the basic verb has no object.

eg 2. Mary *looked for* the missing book.

When either one or both of the objects are pronouns, the word order remains the same, as with pattern IP.

eg 3. He *kept* the news *from* them.

4. He *kept* it *from* his parents.

5. He *kept* it *from* them.

As regards stress, this pattern shows the same tendency as pattern IP (see p. 30-31). The particle, being prepositional, is not generally stressed, but the longer, "weightier" particles may be, especially when they express an important element and the second (prepositional) object is a pronoun.

eg 6. He kept the news 'from them.

7. He kept it 'from them.

When the object of the verb is long and the prepositional phrase short, they are often transposable.

eg 8. He kept from his parents the news which his brother had told him.

Not many verbs follow only this pattern. A larger number follow either this or the previous pattern (TA) and these are dealt with on p. 46.

Exercise 24. Read the list of phrasal verbs, which function only according to pattern TP, and then use them to replace the italicized words in the sentences which follow, changing infinitives to gerunds (as objects) where necessary.

force sb on sb — force sb to accept sth

frighten sb into sth — make sb do sth by means of threats. etc

hold sb to sth — make sb keep (a promise. etc)

keep sb at sth — make sb work persistently at

keep sth from sb — not tell sb about sth

put sb to sth — cause sb (inconvenience. trouble. etc)

put sth to sb — express. communicate. present (a proposal. etc)

set sb against sb — cause sb to become hostile to sb

take sb/sth for sb/sth — mistakenly consider that sb/sth is sb/sth else

take (a certain length of time) over sth — spend (time) on

talk sb { into sth — by talking persuade sb to do sth

{ out of sth — by talking dissuade sb from doing sth

turn sth/sb into sth/sb — cause to become

1. Dorothy went into the store just to buy some teaspoons but the salesman *persuaded* her to buy a whole new set of cutlery.

2. — I don't want *to cause* you any trouble.

3. Nobody would *consider* Paul *to be* a Russian, because of his accent.

4. Owing to the housing shortage, the landlord was able to *oblige* the tenants *to accept* his conditions. (Be careful about the order of the two objects here.)
5. Mr Dawson was a strong believer in discipline and *did not allow* the boys *to rest from* their studies until the very end of June.
6. John *presented* his suggestion to the committee and it was discussed.
7. — Christine said we could spend our holiday at their cottage.
— Really? I should *make* her *keep* that promise.
8. In fairy stories witches often *make* people *become* animals and vice versa.
9. With her malicious gossip Audrey *caused* Roger *to become hostile* to his father.
10. His elder brother *made* him keep the plan secret *by threatening* him.
11. Frank *spent* hours *doing* his translation but was still not satisfied with it.
12. Catherine wanted to be an actress but her parents *dissuaded* her *from* it.

PATTERN IAP: INTRANSITIVE WITH ADVERBIAL AND PREPOSITIONAL PARTICLE

This pattern is a synthesis of patterns IA and IP, consisting of an intransitive¹ verb followed by two particles, the first adverbial and the second prepositional. The prepositional particle has an object.

eg 1. We **put up** with these interruptions cheerfully.

When the object is a pronoun, it also follows the prepositional particle.

2. We put up with them cheerfully.

The adverbial particle is the stressed element, bearing the main stress if the verb (as a whole) is the nucleus and secondary stress if the nucleus is elsewhere.

eg We put 'up with these inter'ruptions 'cheerfully.

3. I 'know it's inconvenient but we shall 'have to put 'up with it.

4. 'How do you put up with such be'haviour?

This pattern is thus less variable than IA or IP, having not only fixed word order but also more or less fixed stress.

Although there are considerably fewer combinations of this type than of type IA and IP, the number has grown recently and seems likely to continue doing so. Such combinations are particularly common in colloquial style. In

¹ The basic verb is considered intransitive for the same reason as in pattern IP, here to distinguish this pattern from TAP, as illustrated by:

He *took* his irritation *out on* his wife.

some cases one or even both of the particles may seem superfluous from the semantic point of view.

eg face up to (unpleasant facts, etc) = face
meet up with (sb) = meet

Exercise 25. Fill in the blanks with a combination of adverbial and prepositional particles, if necessary consulting the list at the end.

1. You can't change his character so you'll have to put ... it.
2. John looks ... his neighbours because they have no interests outside their own home.
3. As a newcomer he must fit ... the existing arrangements.
4. It's a pity the trip was cancelled. The children were looking ... it so much.
5. The management should do ... such out-of-date rules.
6. Philip asked if he could just have a look at the newspaper and then walked ... it.
7. How can a child look ... his parents if they don't keep their promises?
8. His generosity and sincerity make ... his occasional rudeness.
9. Linda was very upset by the news but she went ... her work as if it didn't concern her.
10. He goes ... photography in his spare time and some of his photographs have been published in magazines.
11. I do my best to read all the articles but I can't keep ... all the new methods that are written about.
12. — I don't feel ... housework today. I'll leave it till tomorrow.

Adverbial particles: *away, down, forward, in, off, on, up*

Prepositional particles: *for, on, to, with*

Exercise 26. Read the list of phrasal verbs given below, with the definitions and examples, and then use them in the sentences which follow.

be in for — be likely to experience:

eg — It looks as if we *are in for* a storm. The sky has gone very dark.

come/be up against — be faced by, confronted with:

eg — What about accommodation for conference members?

— We're up against a real problem there.

come in for — attract, be the object of:

eg This writer has come in for some unexpected attention lately.

cut down on — reduce consumption of:

eg — If you want to lose weight you must cut down on sugar, cakes, sweets and other fattening foods.

go back on — fail to fulfil; retract:

eg — I could never trust Simon again after he had gone back on his promise.

go down with — become/be ill with (a disease which strikes quickly)

eg — Where's Ann?

— She's (gone) down with flu.

lead up to — occur in succession before sth; prepare; have as a consequence:

eg The book describes the events which led up to the revolution.

look out for — look around so as to see:

eg — Look out for Gillian at the party. She said she'd be there.

stand up to — resist; remain usable, etc in spite of severe treatment:

eg — Will these trousers stand up to hard wear?

talk down to — address sb as if he were a social or intellectual inferior:

eg The lecturer made himself unpopular with the students by talking down to them.

1. When I went to the exhibition I ... the picture you mentioned but I didn't see it.
2. The management ... considerable opposition from the local residents when they announced their plan to open a funfair in the park.
3. — If you've given them your word you can't ... it now.
4. — Be careful! The tape-recorder won't ... such rough treatment.
5. The very day before the outing the children ... measles.
6. The doctor advised Michael to ... cigarettes or, even better, give up smoking altogether.
7. You can't understand the real reason for their quarrel unless you know what ... it.
8. The new play has ... a lot of unfavourable comment in the press.
9. — I know we aren't historians but we have read a lot and so there's no need to ... us.
10. — If you think teaching is easy, you ... a shock when you go on teaching practice.

Exercise 27. Read the list of colloquial phrasal verbs with *get*, deducing their meaning from the illustrative examples. Then fill in the blanks in the sentences which follow with appropriate particles.

get (a)round to: The windows are dirty but I can't get round to cleaning them. There are always so many other things to do.

get away with: — If he thinks he can get away with cheating in an exam he's quite mistaken. His paper will be cancelled.

get back to: — I shall be glad to get back to work after being away for so long.

get down to: — When are you going to stop messing about and get down to work?

get on for: — We'd better hurry. It's getting on for 6 o'clock and the concert starts at 7.

get on to: — Now that we've cleared up those routine matters we can get on to the main topic for discussion.

get on with: — I should like to watch the film but I must get on with this letter. It must be posted tonight.

get through to: — Why don't you explain to Rachel that she's wasting her talent in that job? — I've talked and talked but I can't get through to her. She just repeats that she's quite happy where she is.

1. By the time I had finished packing my suitcase it was getting ... midnight.
2. — After the New Year I want to get ... work on my thesis.
3. The older generation sometimes finds it hard to get ... the younger generation, and vice versa.
4. — I kept meaning to ring Susan and ask her to supper but by the time I got ... it she had gone away on holiday.
5. — Let's get ... the subject we were discussing earlier.
6. — Get ... the exercise I told you to do instead of asking silly questions.
7. — The neighbours' children have picked nearly all the apples off our trees.
— Really? Well, don't let them get ... it. Go and complain to their parents.
8. — I think we should stop all this vague general discussion and get ... more specific problems.

Exercise 28. Complete the following sentences, using the phrasal verb given and a pronoun object. Note that the main stress falls on the adverbial particle.

1. Tom walked so fast that Wendy couldn't (keep up with)
2. — Thank you for asking me to the party. I'm really (look forward to)
3. There was an excursion in the morning but after her sleepless night Mary (not feel up to)
4. — If you want your problems to be solved, the first thing you must do is (face up to)
5. — Just because Michael's parents are uneducated there's no need (look down on)
6. — When I lent that man my programme I didn't expect him (walk off with)
7. — If you want to finish the translation by tomorrow you'd better (get on with)
8. Irene heard that there was to be a painting competition and decided (go in for)
9. Ted's parents had such high expectations of him that he was worried he would not be able (live up to)

10. On Friday Maureen caught a bad cold and the next day her daughter ...
(go down with)
11. Susan was too timid to complain about the noise her neighbours made
and so she had to ... (put up with)
12. At first the landlord offered to do the repairs but when the time came he
... (go back on)

PATTERN TAP: TRANSITIVE WITH ADVERBIAL AND PREPOSITIONAL PARTICLE

This pattern is a synthesis of patterns TA and TP consisting of a transitive basic verb with an adverbial particle and a prepositional particle followed by its own object.

eg 1. John *helped* his mother *on with* her coat.

Compare this with pattern IAP, where there are also two particles, but where the basic verb has no object.

eg 2. We put up with these interruptions cheerfully.

In a few cases the adverbial particle may precede the noun object of the basic verb, if the object is short.

eg 3. — Don't $\left\{ \begin{array}{l} \textit{take} \text{ your resentment } \textit{out on} \text{ the children.} \\ \textit{take out} \text{ your resentment } \textit{on} \text{ the children.} \end{array} \right.$

When either one or both of the objects is a pronoun, the order remains the same.

eg 4. John *helped* his mother *on with* it.

5. John *helped* her *on with* her coat.

6. John *helped* her *on with* it.

7. — Don't $\left\{ \begin{array}{l} \textit{take} \text{ your resentment } \textit{out on} \text{ them.} \\ \textit{take out} \text{ your resentment } \textit{on} \text{ them.} \end{array} \right.$

8. — Don't *take* it *out on* the children.

9. — Don't *take* it *out on* them.

As with pattern IAP, the adverbial particle is stressed (more or less according to whether the verb as a whole is the nucleus or not), whereas the prepositional particle is unstressed.

eg 10. John *helped* his mother *on with* her coat.

11. John *helped* her *on with* it.

The group of verbs following only this pattern is very small but it contains several common idiomatic combinations.

Exercise 29. Read the list of phrasal verbs below, with the definitions and examples, and then use them in the sentences which follow, with the words given in brackets as objects.

help sb on/off with sth — help sb to put on/take off;

eg — Let me help you off with your jacket.

let sb in for sth (colloq.) — cause sb to bear some burden;

eg — You let me in for a lot of extra work when you suggested I should organize the chess competition.

let sb in on sth (colloq.) — allow sb to know about or take part in sth that was previously hidden from him:

eg — We decided to let George in on our plan, because he would be able to help us.

put sth down to sth — consider as the cause, explanation:

eg Brenda hardly spoke all evening, but everyone put it down to tiredness.

put sb in for sth — recommend, propose sb as being suitable: (*sport*) enter sb's name for a competition:

eg The director has put John in for a rise.

put sb up to sth (colloq.) — encourage sb to behave mischievously or unlawfully;

eg — I'm sure it wasn't his own idea to ring the alarm bell. One of the older boys probably put him up to it.

take sth out on sb — make sb else suffer because of sth unpleasant which has happened to oneself:

eg — I know you've had a frustrating day at work but you shouldn't take it out on me.
(*It* in such sentences has no specific antecedent.)

throw sth/oneself away on sth/sb — waste sth or oneself, on foolish ventures, or undeserving people, etc:

eg Raymond was always throwing money away on mad schemes that came to nothing.

try sth out on sb — test the effectiveness of sth on sb;

eg It's usually better to try out new dishes on the family before making them for visitors.

write sth/sb off as — regard sth/sb as unimportant, not worth listening to, etc:

eg — You can't just write Jim off as an eccentric.
Some of his ideas are quite reasonable.

1. The teacher ... (the exercises, her students) before putting them in her new textbook.
2. The newspapers ... (the shortage, bad planning).
3. The boys didn't ... (their sister, the scheme), because they thought she would tell their parents about it.
4. Stephen played the piano so well that they decided to ... (him, an international competition).
5. Bill ... (the guests, their coats) and asked them to go into the dining-room.

6. Jill's parents thought that she had ... (herself, Philip) and always treated him very condescendingly.
7. — If you buy that old car you'll ... (yourself, a lot of trouble).
8. Although she knew it was unfair, she couldn't help ... (her disappointment, the customers).
9. Some people ... (all abstract art, ridiculous).
10. His elder brother ... (Tom, spying on the other boys).

VERBS FOLLOWING MORE THAN ONE PATTERN

As already mentioned, many phrasal verbs can function according to two or more patterns. This section deals with the most important cases of overlap between two patterns.

IA – TA

There are some combinations with an adverbial particle which may be used either transitively or intransitively, and can therefore follow either pattern IA or TA.

eg 1a. Mary woke up. (IA)

- | | | |
|---------|---|------------------------|
| b. Mary | { | woke the baby up. (TA) |
| | | woke up the baby. |

2a. Mrs Smith tidied up. (IA)

- | | | |
|--------------|---|--------------------------|
| b. Mrs Smith | { | tidied the room up. (TA) |
| | | tidied up the room. |

3a. Bill's hat blew off. (IA)

- | | | |
|-------------|---|---------------------------|
| b. The wind | { | blew Bill's hat off. (TA) |
| | | blew off Bill's hat. |

The relationship between transitive and intransitive is clearly different in these three examples. In no. 1 the relationship is like that of the reflexive (1a = *She woke herself up*) and non-reflexive. In no. 2 it is between a verb with an elipted object (2a = *She cleared the room, house, or sth else given by the context, up*) and one with a real object. In no. 3 the intransitive verb has a passive meaning (3a = *His hat was blown off*) whereas the transitive one is active.

In the following exercise the three types are practised separately, in the order in which they have been dealt with here.

Exercise 30. Make the verbs in the following sentences transitive by including the object given in brackets. Note that in a few cases the position of the noun object is restricted. (This is indicated by reference to footnotes.)

- A. 1. Cheer up. Everything will be all right. (your mother)
 2. Margaret soon calmed down. (her sister)
 3. The new tenants have moved in. (their furniture)
 4. On his way out Paul tripped up. (his brother)
 5. They told us to keep together.¹ (the tourists)
 6. The driver tried to slow down but it was too late. (the train)
 7. They lined up in the yard. (the prisoners)
 8. Barbara likes to dress up for a party. (the children)
 9. Turn round, please.¹ (your chair)
 10. Hurry up.¹ It's time to go. (the others)
- B. 1. Mother went into the kitchen and started to wash up. (the breakfast things)
 2. Tony can't add up. (long columns of figures)
 3. Martin rang up yesterday. (the inquiry office)
 4. I'll ring back in half an hour.² (you)
 5. Did you find out?¹ (their address)
 6. She likes to show off. (her new clothes)
 7. Roy shouted out. (the score)
 8. Diana spent an hour making up. (her face)
 9. Do finish your dinner. I want to clear away. (the dishes)
 10. Colin often played up at school. (the history teacher)

Exercise 31. Make the following sentences transitive with the words in brackets as subject.

- Several trees blew down in the storm. (the wind)
- Children's clothes wear out very quickly. (children)
- The reservoir soon filled up. (the heavy rain)
- The Brent steelworks is closing down. (the management)
- The mouth of the river has silted up. (mud and stones)
- The houses burned down during the invasion. (the invaders)
- The ground quickly thawed out. (the sun)
- The milk soon warmed up. (Mother)
- At last John cooled down. (the breeze)
- The bridge blew up. (the soldiers)

IA – IP

Some combinations can function either according to pattern IA or IP, depending on whether there is an object or not.

¹ These verbs follow pattern TA^{PO} when transitive.

² These verbs follow pattern TA^{OP} when transitive.

eg 1a. Bill went up. (IA)

b. Bill went up the stairs. (IP)

2a. Ruth looked round. (IA)

b. Ruth looked round the room. (IP)

This is because particles such as *up* and *round* can be either adverbial or prepositional. Others which frequently occur in phrasal verbs are: **about, across, along, around, behind, by, down, off, on, over, past, through.**

In sentences such as 1a. and 2a. above, the particle, although adverbial, behaves like a prepositional one with an ellipted object, the meaning of which must be established by the context.¹

Bill went up = He went up the stairs/ladder/hill, etc. (whichever has been previously mentioned)

Ruth looked round = She looked round the room or other place where she was.

Some particles which function only adverbially have a closely-related prepositional one, formed by the addition of *to* or *of*, so that here we find a similar pattern.

eg 3a. John went in. (IA)

b. John went in(to)² the house. (IP)

4a. Jim got on. (IA)

b. Jim got on(to)² the bus. (IP)

5a. Peter fell out. (IA)

b. Peter fell out of the boat. (IP)

Exercise 32. Change the pattern from IA to IP by adding a suitable object from the list at the end, and modifying the particle where necessary.

1. John went out.

2. The bus passed by.

3. The child fell in.

4. The tourists wanted to look round.

5. At Dover the passengers got off.

6. Andrew didn't look where he was going and tripped over.

¹ See *A Grammar of Contemporary English* by R. Quirk et al., p. 305 and *The Phrasal Verb in English* by D. Bolinger, p. 21, 180.

² The use of *in* and *on* in a directional sense is confined mainly to colloquial English. (For details about restrictions on interchangeability see *A Grammar of Contemporary English*, p. 308.)

7. As the train approached the platform Chris leaned out.
8. During the night somebody broke in.
9. The boys dived in.
10. The gardener told the visitors to keep off.
11. The children managed to squeeze through.
12. The English runner fell behind.

(the river, a hole in the road, the window, the vacuum cleaner, the ferry, his rival, the lawn, the people waiting at the stop, the room, the fence, the castle, the house)

TA – TP

The overlap between these two patterns is of the same type as between IA and IP (see p. 44). Instead of an adverbial particle there is a prepositional one.

- eg 1a. The guide showed us round. (TA)
 b. The guide showed us round the palace. (TP)

In sentence a. *round* is an adverbial particle, in sentence b. a prepositional one.

Combinations with *in/into*, *on/onto* and *out/out of* function in the same way.

- eg 2.a. Sarah showed the guests in. (TA)
 b. Sarah showed the guests into the sitting-room. (TP)

On the whole verbs belonging to this group are not very idiomatic and therefore not usually difficult to understand (although they still need practice in order to use them). The most common exception is *put sb off (sth)*, meaning to cause him to lose interest or desire to do sth.

Exercise 33. Replace the adverbial particles in the following sentences by prepositional ones, if they differ in form, and add the object given in brackets.

Model: He brought his friend in. (sitting-room)
 He brought his friend into the sitting-room.

- A. 1. He tied the label on. (his suitcase)
2. I can't get the lid off. (this jar)
3. Rub that word off. (the board)
4. He paid the money in. (the bank)

5. He drew the money out. (his account)
6. The guard let them through. (the barrier)
7. Please leave the cloth on. (the table)
8. Mr Brown ordered the naughty child out. (the room)
9. Colin saw the old lady across. (the road)
10. The story of the accident put Tony off. (mountaineering)

B. Here the position of the particle has to be changed too.

Model: He paid in the money. (the bank)

He paid the money into the bank.

1. Will you please type in these figures. (my report)
2. Tear out a page. (your notebook)
3. I want to stick in these photos. (my album)
4. They threw out the troublemakers. (the club)
5. I must sew on the buttons. (my coat)
6. Tuck in your shirt. (your trousers)
7. He took off the cover. (the typewriter)
8. He knocked in a nail. (the wall)
9. She brought out some chairs. (the house)
10. You have left out my name. (the list)

IA – IAP

Some combinations of the IA type may be extended to the IAP type by the addition of a second, prepositional particle with an object.

eg Mary wanted to stay on. – IA

Mary wanted to stay on at school (until she was 18). – IAP

Exercise 34. Extend the following sentences by adding a prepositional particle from the list (below) and the object given in brackets.

against, at, for, from, on, to, with

1. Alison was away. (school)
2. We have changed over. (a new system)
3. Emma waited up. (her husband)
4. Richard will stand in. (his sick colleague)
5. I must call in. (the library)
6. Are you through? (the cleaning)
7. Don't give in. (the landlord's demands)
8. They set off early. (their journey)

9. The figures stand out clearly. (the grey background)
10. The typist has got behind. (her work)
11. Stop playing about. (the camera)

TA – TAP

The overlap between these two patterns is of the same type as between IA and IAP, involving the addition of a prepositional particle with an object.

eg 1a. The telephonist put me through. (TA)

b. The telephonist put me through to the secretary. (TAP)

In a few cases the inclusion of a prepositional particle involves a change in the subject or the object.

eg 2a. John and his wife talked the matter over.

b. John talked the matter over with his wife.

Exercise 35. Extend the following sentences by adding a prepositional particle from the list and the object in brackets: *among, for, from, into, to, with*.

1. Bob asked Sheila out. (the theatre)
2. Every morning I take the dog out. (a walk)
3. Brian has fitted the kitchen up. (every labour-saving device)
4. The visitor asked me to pass the letter on. (the head of department)
5. That song takes me back. (my childhood)
6. You could work up this article. (a book)
7. The coach spurred his team on. (greater victories)
8. They shared out the prize money. (the members of the winning team)
9. Charles kept back the most important fact. (the committee)
10. Bob took the matches away. (the child)
11. Judith pleaded with her parents but did not manage to win them over.
(her point of view)
12. Tom vowed to pay his neighbours back. (their dishonesty)

GENERAL (REVISION) EXERCISES ON PATTERNS

This section, which consists of exercises on verbs following different patterns, is designed mainly to give practice in distinguishing between patterns, especially with regard to the position of the object. However, the exercises may also be used as a test.

Exercise 1. Complete the sentences with a phrasal verb from the list and the object in brackets. Then say whether the object can occupy another position and if so which position is preferable here.

brush up, call out, clear up, cope with, draw up, find out, get out, get through, give up, look through, put on, put up, read out, see out, switch/turn on, take off, think over

1. Please ... (your shoes) and ... (some slippers).
2. Jean told the children to ... (the mess they had made).
3. You'll be able to see better if you ... (the reading lamp).
4. I can't ... (any more telephone calls). Please say I'm out.
5. Please listen. I'll ... (the names of the prize-winners).
6. Will you please ring the station and ... (the time of the train).
7. I had no interruptions today, so I ... (all my correspondence).
8. Please ... (a list of competitors).
9. I'm going on a summer course this year to ... (my German).
10. When the discussion was over the secretary ... (the visitors).
11. Will you ... (the article)? I think everybody will find it interesting.
12. Mary paid for the meal before I had time to ... (my purse).
13. My mother had to ... (her job) when my father was taken ill.
14. This room looks so dreary. Let's ... (some nice posters).
15. I'll try to ... (the report) tonight and give you my opinion tomorrow.
16. Please ... (my offer) carefully. It will solve all your problems.

Exercise 2. Respond to the requests quickly, using a pronoun object. Be careful about stress.

Model 1: A. — Will you put the kettle on, please.

B. — I've already put it on.

Model 2: A. — Please send for the fire brigade.

B. — I've already sent for it.

1. — Will you fill the form in, please.
2. — Please switch the heater on.
3. — Would you please deal with these orders at once.
4. — Would you mind sweeping out the room.
5. — Will you see about the tea?
6. — Hand round the cakes, please.
7. — Please go over these rules at home.
8. — Will you read through this letter, please.
9. — Please go into the cost (of the project).
10. — Will you add up the prices, please.
11. — Would you finish off the work today, please.
12. — Please finish with the typewriter by four o'clock.

Exercise 3. Respond to the statements, using the prompt word given in brackets.

Model 1: A. — I don't need these papers. (throw away)

B. — Well, throw them away then.

Model 2: A. — The path is slippery. (keep off)

B. — Well, keep off it then.

1. — I don't know where my dictionary is. (look for)
2. — I'm too tired to play with the children. (send away)
3. — I can't carry this basket. It's too heavy. (leave behind)
4. — My dress is getting dirty. (change out of)
5. — The director doesn't want to adopt the new method. (keep at)
6. — These sandwiches are too big. (cut up)
7. — There's an interesting job advertised in the paper. (apply for)
8. — My room is in a terrible mess. (tidy up)
9. — Oh dear. My arms are getting sunburnt. (cover up)
10. — I think this is the last bus. (get on)
11. — I'm sure my decision is right. (stick to)
12. — This sentence is too difficult. (leave out)

Exercise 4. Complete the sentences with a suitable phrasal verb from the list (below) and a pronoun object.

ask/invite round, come by, come over, cut down, dawn on, dwell on, let down, read through, take on, try on, turn off, wipe up

1. The radio was distracting my attention, so I ...
2. Our new neighbours seem very nice. We must ...
3. What a beautiful book! How did you ... ?
4. (In a shop) — These are nice shoes. Shall I ... ?
5. I know you've had a very unpleasant experience but try not to ...
6. Look! You've spilt some milk on the floor. Please ...
7. I was rather slow-witted and it was some time before it ... that he wanted to borrow money.
8. I'm so sorry for interrupting you and losing my temper like that. I don't know what ...
9. Margaret is usually very reliable, so I don't think she'll ...
10. If you don't feel you can do the job properly, don't ...
11. I gave Bill a copy of the play and asked him to ...
12. If the story is too long, ...

Exercise 5. Complete the sentences with the phrasal verb given in brackets and one or two objects (noun or pronoun) as required by the pattern. (A list of possible noun objects is given at the end.)

1. If you want to keep healthy in winter you should (go in for)
2. Martin seemed very upset at dinner. Perhaps he has (fall out with)
3. David seemed very discreet, so we (let in on)
4. If you can't give up smoking altogether, at least try to (cut down on)
5. I understand your objections but in the end I think you will (come round to)
6. Mr Brent called this morning and asked to (pass on to)
7. It's all the same to me. I'm quite content to (go along with)
8. I had heard a lot about the film before I went to see it and it certainly (come up to)
9. The man's story was so far-fetched that I (write off as)
10. Paul isn't strong. His health won't (stand up to)

(the director, his girl-friend, this message, our secret, my expectations, my point of view, night work, pure invention, whatever you decide, cigarettes, skiing)

Exercise 6. Fill in the blanks using a phrasal verb with a meaning opposite (or contrasting with) the one italicized and add a pronoun object where necessary. (A list of verbs is given at the end.)

Model: Many firms *take on* extra workers before Christmas and ... after the New Year.

Many firms *take on* extra workers before Christmas and *lay them off* after the New Year.

1. English people complain that prices are always *going up* but hardly ever
2. Factory workers usually *clock in* at the beginning of the shift and ... at the end.
3. The building they *pulled down* was much more attractive than the new one they're
4. When Linda came home she ... her dress and *put on* an old skirt and sweater.
5. (While packing a suitcase) Derek *put* another thick sweater *in* but then the suitcase wouldn't shut, so he had to ... again.
6. Let's *go out* somewhere. I'm tired of ... every evening.
7. We've found a flat but we can't *move in* until the other people

8. (In a bookshop) The woman *picked up* a book from the counter, glanced through it and then ...
 9. We *switch* the water heater *on* in the morning and ... at night.
 10. – I'm afraid Mr Brown *is away* at a conference.
– I see. And when will he ...
 11. – Oh dear. The lights have *gone off*.
– Don't worry. They'll soon ... again.
 12. – *Go away* and don't ... until you have calmed down.
 13. (Speaking of someone who telephoned) – I told him to *hold on* while I called you but he must have ...
 14. – Shall I *let the cat out*?
– No. I've only just ...
 15. At every stop more and more passengers *got on* (the bus) but hardly anybody ...
 16. – Somebody *has taken down* the notice I ... I wonder why.
 17. (At a hotel) – Mr Smith *checked in* at 9 o'clock on Friday evening and ... early the next morning.
 18. – I think we should *turn back*.
– Oh no, let's ... It's not far now.
 19. – I wish the children wouldn't *take out* so many toys. They never want to ... afterwards.
 20. – This picture keeps *falling down*. How can I make it ...?
- (*be back, check out, clock out, come back, come down, come on, get off, go on, hang up, let in, move out, put away/down/in/on/up, stay in, stay up, switch off, take out*)

INSERTION OF ADVERBS

With combinations consisting of a verb and one adverbial particle (patterns IA and TA), an adverb of manner may be inserted between the verb and the particle.

eg 1. He came quickly in.

2. She put the books carefully away.

However, there are certain restrictions:

(1) The adverb must be of the scalable (gradable) or "degree" type; eg *quickly, slowly, neatly, skilfully, carelessly*.

(2) Only adverbs ending in *-ly* seem to occur here.

eg 3. He came quickly in.

BUT 4. *He came fast in.

Exceptions to these restrictions are *right* (= completely) and *straight* (= immediately)

eg 5. He came straight in.

6. She put the books right away.

(3) The less “predictable” an adverb is (that is, the further its meaning is from that of the verb), the less likely it is to be placed in middle position.

eg 7. He sat comfortably back.

8. ?He sat worriedly back.

Clearly such “unpredictable” adverbs break the semantic unity of the verb and particle and thus demand the final position, which gives them greater emphasis.

(4) *Completely* and occasionally other adverbs close in meaning are used to intensify the perfectivity of certain combinations.

eg 9. The prisoner got completely away.

Right (in the same sense) belongs here, and the colloquial *clean*.

eg 10. He broke the branch clean off.

(5) The more idiomatic the combination, the less likely it is for an adverb to be inserted between its elements.

eg 11. He stuck the label carefully on.

12. *He took the extra work willingly on.

13. He broke the handle roughly off.

14. *They broke relations abruptly off.

With combinations consisting of a verb and a prepositional particle (patterns IP, TP), an adverb (or adverbial phrase) is more often inserted. Besides, the choice of an adverb is not so restricted as in the case of patterns IA and TA. The adverb need not even be an adverb of manner.

eg 15. He glanced quickly through the article.

16. She looked carefully everywhere for the missing book.

17. They came at last to a village.

18. That hat goes very well with your coat.

An adverb may be included even in idiomatic combinations.

eg 19. She coped splendidly with the extra work.

When the verb is transitive (pattern TP), an adverb can be placed between the object and the prepositional particle.

eg 20. The instructor put Michael completely off driving.

21. He forced his conditions ruthlessly on his competitors.

With combinations containing two particles (patterns IAP and TAP), an adverb or adverbial phrase may be inserted between them in certain cases.

eg 22. We put up cheerfully with these interruptions.

23. She has cut down drastically on sugar.

Right or *straight* may be placed between the verb and the adverbial particle.

eg 24. He walked right off with my newspaper.

25. We have done right away with the old system.

When the verb is transitive (TAP), an adverb or adverbial phrase may be inserted either before the adverbial particle,

eg 26. He helped his mother gently on with her coat.

or after it,

27. I put his silence down mainly to tiredness.

28. He passed the information on promptly to the manager.

Exercise. Insert an appropriate adverb from the list in the following sentences, choosing the best position. Give more than one version where possible from the list (below).

quickly, hurriedly, hastily, carefully, neatly, easily, eagerly, angrily, gradually, suddenly, immediately, right, straight, completely

1. Pamela ran out of the room.
2. Father hung the picture up over the fireplace.
3. The bus broke down and we had to walk.
4. You must bring the typewriter back.
5. John kept up with the others.
6. The trouble blew over.
7. The dealer put the price up.
8. They sent for an ambulance.
9. Jenny sewed the buttons on.
10. The truth dawned on him.
11. They rolled the carpet up.
12. The children were looking forward to the holidays.
13. The excitement died down.
14. Jack tore the letter up.
15. The burglar made for the door.

PASSIVIZATION

As already mentioned, many phrasal verbs can be used in the passive.¹

eg 1a. We put the visit off until the following week.

b. The visit was put off until the following week.

¹ See Introduction, p. 10.

2a. Jean looked after the children well.

b. The children were well looked after.

These include not only those combinations where the basic verb is transitive (patterns TA, TP, and TAP) but also those with a prepositional object (patterns IP and IAP). Thus verbs belonging to all groups except IA may be used in the passive (although for various reasons not all of them are in fact so used). This section gives practice in the use of those passive forms which most often occur.

Exercise 1. Rephrase the following sentences using the passive.

Model: They chopped the tree down.

The tree was chopped down.

1. They sent for the girl's parents.
2. Somebody has crossed your name off.
3. The manager dealt with the complaint immediately.
4. They will call the match off if the weather doesn't improve.
5. I don't like people to talk down to me.
6. They left the heavy equipment behind.
7. Everyone took the newcomer for an inspector.
8. Someone must stack up the chairs.
9. We sent off the invitations.
10. How can we fit in the extra classes?
11. They called up all boys over eighteen.
12. Someone showed the visitors over the estate.
13. The audience shouted the speaker down.

Exercise 2. Complete the passive forms in the following sentences, choosing an appropriate verb from the list (below).

board up, break into, dispense with, do away with, fill in, hold up, lay out, let down, pick up, play back, plug in, put down to, turn into, wear out

1. When the recording was ... Peter didn't recognise his own voice.
2. This job is too much for me. I'm ...
3. The weather was too bad for the plane to take off and the passengers were ... for several hours.
4. Application forms must be ... in duplicate.
5. While the family were away on holiday their house was ...
6. After the war the palace was ... a museum.
7. If the tickets are not ... by 7 o'clock they will be sold.

8. Marilyn finds it difficult to trust people now. She has been ... too many times.
9. These houses are obviously no longer occupied. The doors and windows are ...
10. It's high time such old-fashioned methods were ...
11. — The television's not working.
— Are you sure it's ...
12. The delay can be ... bad planning.
13. As the matter was urgent, the usual formalities were ...
14. These beautiful gardens were ... in the 19th century.

Exercise 3. Make up questions and answers according to the model, working in pairs.

Model: the meeting — put off

Q. — What about the meeting?

A. — It'll have to be put off.

1. the suitcase (It's too heavy) — leave behind
2. the visitors (They were not expected) — let in
3. that bush (It takes up too much space) — cut back
4. all these books — sort out
5. the dog (He's running through the flowerbeds) — tie up
6. the chairs (They are too close together) — space out
7. the washing (It has started to rain) — bring in
8. these old letters — throw away
9. the fridge (We are going away) — switch off
10. the camp bed (It's in the way) — fold up
11. the library books (They are overdue) — take back
12. the cupboards (They are full of old things) — clear out
13. those old houses (They are in a terrible state) — knock down
14. these columns of figures — add up

NOMINALIZATION

(Nouns Formed from Phrasal Verbs)

Some phrasal verbs, particularly those with an adverbial particle (patterns IA and TA), have a corresponding nominalized form.

- eg to break down — breakdown
 to make up — make-up
 to change over — change-over.

Most of these nominalized forms have the structure illustrated above, that is: verb (base form) + particle. However, there are two smaller groups consisting of nouns formed as follows:

(1) particle + verb (base form)

eg upkeep — from *to keep up* (= maintain)

outbreak — from *to break out* (= start suddenly;
of a war, disease, etc)

downpour — from *to pour down* (of rain)

(2) particle + *-ing* form

eg upbringing — from *to bring up* (a child)

outpouring — from *to pour out*

This group is very small indeed and rather unproductive.

Even fewer are nouns where the *-ing* form comes first.

eg a telling-off (= reprimand)

Nouns of all three types are stressed on the first element.

eg 'breakdown

'upkeep

'upbringing

All of them form their plural by adding *-s* at the end.

eg breakdowns

outbreaks

outpourings

Nouns of the main type (eg *breakdown*) may be written as one word or be hyphenated.

eg breakdown *or* break-down

makeup *or* make-up

There is considerable variation in usage here, some writers and editors favouring hyphenated forms, others fully-joined forms; moreover, they are not always consistent. The tendency is towards fully-joined forms, especially for nouns which are well established (in contrast to relatively recent formations). In this book the usage of the *Oxford Dictionary of Contemporary Idiomatic English* has been followed.

In a few cases two different nouns are formed from different meanings of the same phrasal verb.

eg break-out — escape of prisoners from prison, etc

Cf Some prisoners broke out.

outbreak — sudden beginning (of a war, disease, etc)

Cf War broke out.

lay-out — arrangement (of objects, parts of sth)

Cf He laid out the garden beautifully.

outlay — expenditure

Cf They laid out all their savings on the house.

print-off — photographic print from a negative

Cf He printed off fifty copies of the wedding group.

offprint — extra printing of (usually) a single article from a journal, in a small number of copies, for the author's own use

Cf The author asked the editor to have ten copies of his article printed off.

There are some nouns of the main type (eg *breakdown*) for which no corresponding phrasal verb is given in the dictionaries consulted.

eg drawback — disadvantage, snag, pitfall¹;

layby — recess at the side of a (main) road where vehicles may be parked;

push-over — easy triumph or victory;

run-up — period just before an important event (and in which that event is prepared for).

Although the verb and particle of which these nouns are composed may be used together as a phrasal verb (eg *He drew back. She laid some money by.*) the meaning is different. In the case of old-established words like *draw-back* and *layby*,² the meanings of the phrasal verb and the noun derived from it have developed separately (independently), so that they no longer correspond. As for newer nouns, such as *push-over* and *run-up*, they do not seem to be derived from a phrasal verb at all but rather appear to be formed by analogy with existing nouns of this type.

The Oxford Dictionary of Current Idiomatic English lists nouns with no verbal equivalent (of the corresponding sense) as head words (main entries), marked *nom.* It also gives in the same way other nouns which *Longman's Dictionary of Phrasal Verbs* gives under a verb defined as having a corresponding meaning. Examples are:

¹ The definitions are taken from the *Oxford Dictionary of Current Idiomatic English*.

² Historical information is taken from the *Shorter Oxford English Dictionary on Historical Principles* (3rd edition, Oxford, 1970).

fall-out — radio-active dust

flashback — (*cinema*) a return during a film either to events that have already been shown, or to events that occurred before the main action of the film began

flyover — bridge carrying one (main) road over another at an important junction

hangover — the consequences of drinking heavily the evening before
(However, only the passive form *hung-over* is given for the verb by Longman)

hang-up — inconvenience; some kind of emotional or nervous upset or inhibition

(Here, too, only the passive form *hung-up* is given for the verb by Longman.)

show-down — moment when the cards in all hands are revealed; moment, in a trial of strength, when one side reveals the weakness, pretensions, etc of the other and/or its own strength

spin-off — the wider marketing of a product or material developed for a high technology project, or the application in other industries of a new process; general economic benefits resulting from the creation of new industries, etc

Longman gives only the compiler's examples (none from literature and the mass media, as in the Oxford dictionary) and some of these, at least in the author's opinion, sound rather unnatural, forced. It may be that the compiler did not wish to include nouns as head words in a dictionary of phrasal verbs and was therefore obliged to give meanings of verbs which, though possible, are at least unusual. It remains debatable whether these nouns were formed from phrasal verbs and then became more widely-used than those verbs, or whether they were formed by analogy with existing nouns, the verbs (with corresponding meaning) appearing later.

Some nominal forms are used attributively.

eg a **cooling-off period** = a period intended to give all parties in a dispute time to calm down.

a { **cut-out**
pop-up } picture

a **give-away toy/pen**, etc = one given free with goods bought.

a **go-ahead organization**

a **knock-down price**

a **make-up bag**

a **pull-out section** — in a magazine

a **stand-by ticket** = a cheap (usually air) ticket available only just before departure, to those who queue (stand by) at the airport, etc

- a stick-on/tie-on label
- a take-away meal
- a throw-away carton/can, etc

The attributive function may be the main one, as, for example, in the last three examples above.

Sometimes the noun regularly occurs in a sentence pattern which as it were paraphrases the corresponding phrasal verb.

eg 1. The plane made a smooth take-off.

The plane took off smoothly.

2. Before the outbreak of war they lived in Germany.

Before war broke out ...

3. There was a huge turn-out for the fireworks.

A huge crowd turned out to see the fireworks.

Exercise 1. Fill in the blanks with particles from the list (below) to form nouns, adding -s for the plural where necessary.

back, down, in, off, out, over, together, up

1. I cannot support the new plan. It has too many draw... .
2. Soon after take ... drinks were served to the passengers.
3. Many English people found the change ... to decimal money very difficult.
4. I want to arrange a get ... for my old schoolfriends, so that we can have a chat.
5. The doctor said that the operation had been successful but told Bill to come back for a check ... in six months.
6. We had a break ... on the motorway and the car had to be towed to the nearest service station.
7. Nigel had such a bad hang ... after the party that he couldn't go on the excursion.
8. Linda had a pretty face but she used too much make
9. David showed so little enthusiasm for his university course that his parents were afraid he might become a drop
10. The wedding guests gave the newly-married couple a good send ... on their honeymoon.

Exercise 2. Replace the italicized words with nouns from the list (below).

breakthrough, build-up, come-down, downpour, hold-up, lay-out, mix-up, slip-up, upkeep, upsurge

1. The family had to sell the house because they couldn't afford to pay for the *maintenance*.

2. Being demoted from manager to clerk was quite a *drop in status* for Malcolm.
3. The magazine has interesting articles but I don't like the *arrangement* (of the material).
4. We hadn't taken our umbrellas so we all got soaked in the *heavy rain*.
5. There was a *muddle* over our hotel bookings. Rooms had been reserved for the previous night.
6. On the last day of the holiday week-end there was a big *accumulation* of traffic on all main roads.
7. There has been an *important new discovery* in cancer research.
8. The cashier made a *careless mistake*. She gave the customer change from ten pounds instead of five.
9. There was an *armed robbery* at a jeweller's shop in Bond Street yesterday.
10. There has been an *increase* of interest in old musical instruments lately.

Exercise 3. Fill in the blanks with nouns formed from the phrasal verbs listed below.

break down, bring up, check in, close down, come in, count down, fall down, kick off, look out, print off, shake up, take in

1. Andrew is very upset about the ... of the college. He will have to look for another job.
2. Could you possibly give me a ... of your latest article?
3. If Helen goes on working so hard and trying to run the house too, she'll have a nervous ...
4. The rocket was launched according to plan. The ... started at noon.
5. Mrs Taylor managed to live on a very low ...
6. Nowadays many people think that the ... of children should not be left entirely to women.
7. I'm always on the ... for interesting books. That's why I go into bookshops so often.
8. The ... time is shown on your ticket. It's one and a half hours before the flight.
9. It was an exciting match. Each side scored a goal within five minutes of the ...
10. The college has an annual ... of 500 students.
11. The minister had some excellent ideas but his lack of realism led to his ...
12. The staff of the school where I teach have got into a rut. They need a good ...

Exercise 4. Fill in the blanks with a noun consisting of *out* and one of the verbs from the list (below).

break, burst, cast, come, cry, fit, let, look, put, set

1. The factory is doing its best to increase its ... in order to satisfy demand.
2. The talks ended yesterday but the ... is still not known.
3. John is very intelligent but he has a rather narrow
4. The next day Joyce went to town and bought a new ... to wear at her son's wedding.
5. The ... of war put an end to his plans.
6. It was clear from the ... that the scheme would be a failure.
7. When the performance ended there was an ... of applause.
8. There was a public ... against the government's decision to abolish the Greater London Council.
9. The children are bored because they have no ... for their energy.
10. He was rejected by his family and friends and became a sort of

Exercise 5. Read the list of nouns given below, with the definitions and examples, and then use them in the sentences which follow.

break-up — coming to an end, disintegration

eg After the break-up of their partnership Peter gave up singing for a while.

come-back — return to the stage, public life, etc after an absence;

eg After an absence of over ten years Dusty Springfield is making a come-back.

flashback — in a film, shots depicting an earlier period than the one in which the action takes place:

eg Brenda's childhood is shown in a series of flashbacks.

hand-out — printed material distributed at a lecture, meeting, etc;

eg The lecturer brought a lot of interesting hand-outs.

lie-in — staying in bed late, as on a day off:

eg Don't ring me before eleven tomorrow. I want to have a lie-in.

send-up — an imitation intended to ridicule, satirize:

eg The film is a send-up of the traditional western.

set-up — way in which a business, organization, household, etc is organized:

eg (In a shared flat) — Each of the three girls has her own bed-sitting room and they have a common living room where they can have their meals if they like. It's a convenient set-up.

stand-in — a person acting as a substitute:

eg In some of the less important scenes Vanessa's part was played by a stand-in.

stop-over — a break in one's journey, usually by air, for sightseeing, visiting, etc:

eg We travelled to Central Asia, with stop-overs at Moscow and Tbilisi.

walk-over – a success easily achieved;

eg The champion was expecting the match to be a walk-over but he underrated his opponent.

wash-out – a failure (of sth organized);

eg Everybody was too tired, so the party was a wash-out.

write-up – a review of a book, play, etc. usu. for a newspaper.

eg Colin Wilson's latest novel had a very good write-up in the *Guardian*.

1. On Saturdays I usually have to get up fairly early to go shopping but on Sundays I like to have a ...
2. I should like to know more about the ... before I apply for a job with that firm.
3. I couldn't go to the meeting but Paul showed me some of the ... so I do know something about the subject.
4. It was raining and the races were badly organized, so the sports day was a real ...
5. I don't know why you are so worried about the test.
It'll be a ... for somebody as well-prepared as you are.
6. On their way to England from Australia Stephen and Judith made a ... in Moscow to visit their sister.
7. John seems very depressed about the ... of his marriage.
I think he was hoping that they would come to an agreement.
8. Several of the popular singers of the sixties have recently staged ..., although not all of them have been successful.
9. The sketch was a ... of academics and their jargon and everybody found it very amusing.
10. Towards the end of the film there was a ... to the war years, which heightened the contrast.
11. The *Times* music critic gave the soloist a good ... but was more critical of the orchestra.
12. (Speaking of a film) – I didn't know that Laurence Olivier could ride a horse so well.
– That wasn't Olivier. It was a ...

Exercise 6. What do we call the following?

1. a group which *breaks away* from an organization, to form a rival organization;
2. a strike where the workers *sit down* at work and do nothing;
3. a radio programme to which listeners *phone in* (with questions, etc);
4. a movie theatre (in America) to which people *drive in* and watch the film from their cars;
5. a section of a magazine which readers can *pull out* and keep separately;

6. a part in a play where the actor simply *walks on* to the stage, without saying anything (and then walks off);
7. a meal which customers at a café, etc can *take away* to eat at home;
8. a label which you *tie on* to a suitcase, etc;
9. a label which you *stick on*;
10. a seat which *tips up* (at a theatre, etc);
11. a jacket which *zips up* at the front;
12. earrings which *clip on* to the ears;
13. plates, cups, etc made of paper or plastic, which are meant to be used once and then *thrown away*;
14. a picture (in a children's book, etc) which *pops up* when you open the book;
15. the place in a self-service store where customers *check out* (= show the goods and pay for them).

CHAPTER TWO. IDIOMATIC USES OF SOME PARTICLES

(With Exercises)

This chapter deals with those uses of the most common particles where the meaning is not the simple directional one of the corresponding adverb or preposition, or where some element besides direction is implied. A few relatively simple uses have also been included where the choice of particle may be difficult for Russian speakers.

The following particles are discussed here: **about**, **(a)round**, **away**, **back**, **down**, **in**, **off**, **on**, **out**, **over**, **up**.

about, **(a)round**

These two particles are interchangeable in many of their senses and will therefore be treated together.

The form *around* is more common than *round* in American English and nowadays occurs fairly often in British English too.

(1) The most common meaning of these two particles is "from one place to another, here and there".

eg 1. After a while John got tired of travelling about/(a)round and settled down in Sheffield.

2. Carol looked about/(a)round for somewhere to sit down but all the seats were occupied.

Note the following more idiomatic combinations:

get about/(a)round – move from place to place, often implying difficulty (eg bad weather, age, etc)

eg 3. – The pavements haven't been cleared of snow, so it's very difficult to get about/(a)round.

potter about/(a)round – move in a leisurely, unorganized way from one little task to another

eg 4. My father's retired now and spends a lot of his time pottering about/(a)round in the garden. .

push about/(a)round – order sb to do this and that in a bullying tone; treat carelessly and in a high-handed manner

eg 5. – Don't let those officials push you around. Insist on your rights.

Sometimes the movement implied is indiscriminate, haphazard.

eg 6. They eventually found the lost child wandering about/(a)round in the bus station.

7. Bits of paper were blowing about/(a)round in the wind.

(2) These particles may imply disapproval of an action considered purposeless or unjustified by the speaker/writer.

eg. 8. Felicity sat about/(a)round all day, unable to interest herself in anything.

9. – Don't leave your clothes lying about/(a)round. Put them away.

(3) These particles may also mean "not far away".

eg 10. – I can't find today's paper.

– It's about/(a)round somewhere. Have another look.

11. – Is your father about/(a)round? I'd like to talk to him.

In some cases *about/around* with the verb *be* means "present, circulating" or (of goods, etc) "available, on sale".

12. – My sister's got flu.

– Oh, yes? There's a lot of it about/around. Half our staff are down with it.

(4) *(A)round* may also imply a circular (or approximately circular) movement, or movement resulting in a circle, a tour.

eg 13. – I should like to go round the exhibition by myself.

14. The owner of the house showed them (a)round.

15. After the meeting a crowd gathered (a)round the speaker.

In such sentences *(a)round* cannot be replaced by *about*.

(5) *(A)round* is widely used in the sense of "to sb's house, flat, room or other place implied by the context", without any idea of circular motion. It is mainly connected with visiting.

eg 16. – Would you like to come round for supper tomorrow?

17. – We haven't seen Bob and Carol for ages. We must invite/have them round one evening.

The distinction between *(a)round* and *over* (see p. 89) in this type of sentence is that *(a)round* implies a relatively short distance (eg within one town or district), *over* a greater distance (eg a different town, or even country).

(6) Sometimes *(a)round* may imply an obstacle to be avoided, a detour.

eg 18. – If the front door is locked go/walk round to the back.

19. – Don't worry. We'll get round the difficulty somehow.

The combination *get (a)round to* is widely used nowadays implying non-physical obstacles to doing something.

eg 20. Claire was so busy that she never got (a)round to answering Bob's letter.

(7) With *turn*, and some other verbs expressing the same idea, (a)round means "in the opposite direction".

eg 21. Paul heard someone call his name and turned/spun round to see who it was.

In military language *about* is used instead of (a)round in this sense and the word order of commands is unusual.

eg About turn! (*BrE*)

About face! (*AmE*)

(8) *Go (a)round* can mean "be sufficient" (for a group of people).

eg 22. — Are there enough books to go round?

This combination is generally used in the form *enough ... to* with the infinitive, as above. The form *around* is not usual here.

Exercise 1. Choose the most suitable verb.

1. The tourists got out of the bus and (travelled/walked/raced) round the old town.
2. Not all the ice had melted; some pieces were still (swimming/sailing/floating) about on the surface of the lake.
3. — Oh dear! There aren't enough copies of the text to (spread/stretch/put/go) round.
4. — My grandmother (runs/gets/creeps) about a lot, considering her age.
5. — I'm tired of (being/keeping/hanging) around while you try to decide what you want to do.
6. — Shall we (come/go/walk) round to see Brenda tonight?
7. The youths were (moving/pushing/kicking/throwing) an empty can around in the street.
8. Catherine (looked/stared/glanced/peeped) around quickly for her friend but couldn't see her.
9. Tom had a weak character and let people (knock/push/pull) him around.
10. George (felt/fingered/scratched) about in his pocket for some change to pay the bus fare.
11. — Would you like to (wander/walk/go) round the museum?
12. — I'm sorry but the main entrance is closed. You'll have to (turn/go/rush) round to the side door.

Exercise 2. Complete the sentences with a suitable verb (in the required form) plus *about* or (*a*)*round*, adding the object where given in brackets. If necessary consult the list of verbs at the end.

Model: The boys were in the yard ... (a football)

The boys were in the yard, kicking/knocking a football about/around.

1. The girl was not wearing a hat and her long hair was ... in the wind.
2. Peter dived into the lake and ... for a while.
3. — I'm not going away this summer because my mother is ill and I want to ... in case she needs me.
4. Jackie ... for the key in her handbag but it wasn't there.
5. — Stop ... and get down to work!
6. — I'm exhausted! I've been ... all morning, trying to find a birthday present for Alison.
7. When the accident happened most people ... helplessly.
8. — You may be used to telling your little brother what to do but you can't ... (me).
9. — Would you like to come and see our slides tomorrow?
— I'm afraid I can't. I'm ... to Mary's.
10. We had to ... at the airport for hours because of the fog.
11. Arthur used to be an army officer, so he likes to ... (people).
12. When they reached the centre they had to ... for nearly half an hour before they found a parking space.
13. There were so many unexpected guests that the hostess was worried there wouldn't be enough food to
14. — Have you seen David?
— Yes. He' ... somewhere.

(*be, blow, boss, dash, drive, feel, fool, go, hang, order, push, rush, stand, swim, wait*)

away

(1) The basic meaning of *away* is "to/in another place". With the verbs *go* and *be* it generally implies another town, etc, in contrast to *out*, which means in a different building, room, etc. (See p. 85)

- eg 1. — Are you going away for a holiday in the summer?
2. — Could I speak to Mr Forbes, please.
— I'm afraid not. He's away this week.

The place or purpose can be specified.

eg 3. Mr Jones is away { in London.
on business.
at a conference.

4. — I'm going away { on } holiday tomorrow.
for a

Away may also mean "absent (from school, work, etc) because of illness, etc"

eg 5. Half of the staff are away (with flu).

6. Tom had to stay away (from school) for a month after his operation.

With more specific verbs of movement than *go* (eg *walk, run, fly, swim*), and such verbs as *carry, drag, push* and *keep*, *away* means simply "from the place where one is."

eg 7. When the boy saw the dog he ran away.

8. — Keep away from the edge of the cliff. It's dangerous.

(2) With such verbs as *break, brush, cut, pull, push, sweep, tear*, and *throw*, *away* may denote the removal of an obstacle or hindrance, or of something unnecessary.

eg 10. Michael swept the snow away (from the path).

Note also the use of *give away* meaning "give to sb else (usu. sth which one does not want or need), not keep for oneself or sell.

eg 11. — If you don't need these textbooks any longer why don't you sell them or give them away?

(3) In some combinations *away* expresses the idea of (gradual) destruction or disappearance. Verbs used with *away* in this sense include:

boil, melt, wash, wear, fritter, idle, while, die, fade, explain.

eg 12. The water in the kettle has boiled away.

13. He gradually frittered away all the money his father had left him.

14. The sound of their voices soon died away.

(4) *Away* may be continuative, implying determination and/or enthusiasm. The verbs most often used with *away* in this sense are:

work (and synonyms such as the colloquial *slog*)

peg, plug (meaning "work steadily")

hammer, pound, scrub, and other verbs denoting energetic action.

eg 15. While everybody else was enjoying themselves, Marion worked/slogged away at her thesis in the next room.

Verbs denoting work or energetic action with *away* in this sense are often followed by the preposition *at*, as in the above example. *Peg/plug away* are nearly always followed by *at*.

eg 16. Margaret was not particularly clever but she pegged/plugged away at her studies and eventually got a degree.

With some other verbs the implication of continuative *away* is not termination but rather lack of self-control, carelessness. (These two ideas are not so different as might seem at first sight, as both involve lack of regard for one's surroundings.)

eg 17. The guests were talking away nineteen to the dozen and did not notice the hostess's disappearance.

Exercise 3. Choose the best verb.

1. The dog sometimes bites people, so stay/keep/run away from him.
2. Derek bought a detective novel at the bookstall to while/fritter/idle away the time in the train.
3. Jenny wiped/washed/scrubbed away at the floor until all the stains had disappeared.
4. — I haven't seen our neighbours for over a week.
— Perhaps they've gone/been/moved away.
5. During the heavy rain a lot of soil was worn/washed/pushed away by the swollen river.
6. — If you've finished with the encyclopedia put/take/hide it away.
7. When the police wanted to hear witnesses of the accident they found that the crowd had run/strolled/faded away.
8. Mike wanted to finish the shelves by Sunday and hammered/struck/hit away till nearly eleven o'clock.
9. When Diana saw her sister using her new perfume she took/snatched/pulled it away from her.
10. The steps of the museum have been worn/rubbed/torn away by the continuous stream of visitors.

Exercise 4. Complete the following sentences with a suitable verb (in the required form) plus "away", adding a pronoun object where necessary. A list of verbs is given at the end.

1. — You are overtired. Why don't you ... for a holiday?
2. (Teacher in class) — Who ... today?

3. The student found it difficult to ... the resemblance between his translation and that of the boy sitting next to him.
4. — This meat smells bad. We shall have to
5. — This dress is as good as new, but you never wear it. Why don't you ... ?
6. Fred was reminded of the passing of time by the clock ... beside his bed.
7. Then the music ... and the play began.
8. — I'm going back to work tomorrow. I feel much better.
— Well, I think you ought to ... until Monday to be on the safe side.
9. It was exam time and Alan was ... at Old English.
10. The man jumped into his car and
11. — Where's that box of chocolates I bought the other day?
— I haven't seen it. I expect you've ... somewhere so that the children don't find it.
12. — I'm spending next weekend at my sister's cottage in the country, if I can

(*be, die, drive, explain, get, give, go, hide, slog, stay, throw, tick*)

back

(1) Besides its usual meaning ("to or towards the back; to its/one's former position") *back* may express the idea of reciprocal action.

eg 1. Margaret stared at the newcomer and he stared back.

2. (On the telephone) — I'll find out the time of the train and ring/phone you back.

3. Charles lent Michael £100 and Michael promised to pay him/it back at the end of the month.

Occasionally *back* may imply repetition.

eg 4. The director was out, so the secretary asked me to call back (= go again) after lunch.

Ring/phone back can also have this meaning.

eg 5. Mr Grant was very busy, so I said I would ring/phone (him) back later.

The meaning of this combination is determined by the context.

(2) Here are various combinations with *back* which are very widely used and deserve special attention:

answer back — defend oneself (verbally), speak up for oneself (perhaps impudently);

eg 6. It's not fair to attack in public a person who can't answer back.

be/get back — return, have returned;

eg 7. — I'm going out now but I'll be back soon.

8. — Mary's away at a conference but she promised to ring me when she gets back.

bring back — reintroduce, restore;

eg 9. Some parents were in favour of bringing back corporal punishment for very difficult children but the majority were against it.

go back (of clocks and watches) — be set to an earlier time, in order to allow for the changing hours of daylight, as in autumn;

eg 10. The clocks go back (one hour) on October 25th.

See also *put back* below and *on* (p. 84).

go back to — have its origin in, date back to;

eg 11. This tradition goes back to the Middle Ages.

hold back — (*fig.*) prevent from advancing or making progress;

12. One dull student can hold the class back.

keep back (from) — (*fig.*) conceal;

eg 13. Bill told his family where he was going but kept back the reason for his trip.

play back — play sth previously recorded;

eg 14. — Have you finished recording?

— Yes.

— Well, play it back to make sure that everything is all right.

put back (of clocks and watches) — set to an earlier time (see *go back* above);

eg 15. — Don't forget to put your watch back tonight.

run back (of a film) — wind a film in reverse (so that it can be shown again);

eg 16. — Be sure to run the film back when you have shown it.

sit back — (*fig.*) relax; do nothing (in a situation which demands action);

eg 17. — Don't think that you can sit back now that you've passed the entrance exam. You've got five years of study ahead of you.

turn back (to) — turn the pages of a book, etc to an earlier place;

eg 18. — Now turn back to page 5.

Exercise 5. Complete the sentences with a suitable verb (in the required form) plus *back*, adding a pronoun object where necessary. (In a few cases the object is given in brackets.) Consult the list of verbs at the end if necessary.

1. — How did the fight start?
— Bill pushed Tony and Tony ...
2. (Teacher in class) — When you've finished reading the story ... to the vocabulary list on page 25.
3. — We have had Dorothy round several times but she has never ...
4. The secretary has gone to lunch but she'll ... at 2 o'clock.
5. I sent a letter of complaint to the factory and they ... apologising for the delay.
6. — Oh dear. The ball has gone over into the neighbours' garden. Ask them to ...
7. Jim often borrowed small sums of money from his friends and didn't always ...
8. (On the telephone) — I'm just going out. Can I ... this evening?
9. When the town was attacked, the inhabitants ... courageously.
10. — Why are you so late? We arranged to meet at ten and it's nearly eleven now.
— No, it's not. It's only five to ten. You should have ... (your watch) this morning.
11. Andrew Ford never prepares for his classes. He ... (everybody).
12. The English custom of dancing round a maypole ... to ancient times.
13. Tom's mother was very angry with him for being late and when he tried to explain she told him not to ...
14. — You'll have to wait a few minutes before I can show you the film.
The last person who showed it didn't ...

(*answer, ask, be, fight, go, hit, hold, invite, pay, phone, play, push, put, ring, run, throw, turn, write*)

Exercise 6. Answer the following questions using a phrasal verb with *back*, if necessary consulting the list of verbs at the end.

1. What can you do if someone rings you up at a very inconvenient moment?
2. What happens to clocks and watches in the autumn?
3. What should you do after you have read a book which you borrowed?
4. What must you do in order to listen to something which you have recorded (on tape)?
5. What should one do after showing a film?
6. What do people usually do after visiting some friends, some time later?

(They were invited to dinner, for example.)

7. What do children usually do if another child hits them?

8. What should you do when you have finished with a dictionary taken from a shelf?

9. What do you have to do if a bus takes you too far?

10. What does an inspector (on a bus or train) do after checking your ticket?

(give, go, hand, hit, invite, play, put, ring, run)

down

There are various cases where *down* has a more specific meaning than its simple directional one:

(1) It may mean "having risen from bed and come *downstairs*" (Most English houses have at least two storeys and the bedrooms are usually on the upper floor(s);

eg 1. — John { isn't
hasn't come } down yet.

2. — Grannie doesn't come down to breakfast. She just has a cup of tea in her room.

(2) Another meaning of *down* is "to the provinces (from the capital) or towards the south" (presumably because on maps the south is lower than the north).

eg 3. The Fentons usually went down to the country at weekends.

4. The next day Stephen drove down to Brighton.

(3) With *come*, *go* and *be*, *down* can mean "having left university (at the end of term or finally)". This use is mainly restricted to Oxbridge.

eg 5. It's very quiet in Cambridge when all the students have gone down.

6. Brian had just come down from university with a first-class degree in history.

Send down (from university) means "to expel"

7. Paul Pennyfeather in Evelyn Waugh's novel "Decline and Fall" was sent down from Oxford for indecent behaviour.

(4) *Down* is used with *write* and other verbs of similar meaning (*copy*, *jot*, *put*, *scribble*, *take*, etc) to imply a downward movement of the pen.

eg 8. (Teacher in class) — Read the next chapter and write down the new words in your vocabulary books.

9. — Copy down the examples from the board.

10. Steve jotted down their telephone number in his diary.

11. – Have you put $\left\{ \begin{array}{l} \text{me} \\ \text{my name} \end{array} \right\}$ down (on the list)?

Compare the use of *down* in such combinations with that of *out* (p. 86) and *up* (p. 93).

(5) *Down* may have a perfective (completive) meaning. This is particularly clear in the case of verbs which themselves denote downward movement, such as *lie, sit, kneel, fall*.

eg 12. George sat down to read the newspaper.

Down in the combinations *close down* and *settle down* is also mainly perfective.

With such verbs as *break, blow, cut, knock, pull* and *push*, the directional and perfective ideas are combined, meaning “to the ground”.

eg 13. The wind blew the fence down.

14. It's a disgrace that such a historic building should be knocked down.

15. The child ran into the road and was knocked down by a car.

(6) *Down* may imply lessening, reduction in strength or intensity, for example with the verbs *calm, cool, die, quieten, run, slow, tone, water, wear*.

eg 16. The radio isn't working because the batteries have run down.

17. – I wish the neighbours would turn their television down.

For other uses of *run down* see exercise 9 (p. 76).

A similar idea can be seen in *break down* (= stop functioning), *shout down* (= make sb silent by shouting) and *turn down* (= reject).

(7) *Down* with verbs of motion such as *go, walk* and *run* often lacks any idea of downward movement, and means simply “along”.

eg 18. Anne walked down Oxford Street, looking at the shop windows.

Exercise 7. Choose the best verb.

1. – The sun's in my eyes. Will you please put/pull/turn down the blinds.
2. – The people's clothes in your picture are too bright. I think you should tone/water/dim them down.
3. When one of the students suggested meeting at eight o'clock in the morning the others cried/shouted/turned him down.
4. I've got a headache. I'm going to sit/lie/kneel down for a while.
5. When the children saw their father coming home they walked/stroled/raced down the path to meet him.
6. We can pull/tear/take this calendar down now. It's out of date.
7. Please push/put/turn your radio down.

8. – Why was Denis turned/put/sent down from university?
9. – The edge of the carpet keeps turning up. I must nail/tie/fix it down.
10. The Bensons' house was so old that it was practically dropping/slipping/falling down.

Exercise 8. Complete the sentences with a suitable verb (in the required form) plus *down*, adding a pronoun object where necessary. In two sentences a noun object is given in brackets. If necessary consult the list of verbs at the end. (In some cases more than one version is possible.)

1. There's no need to get so excited. Stop shouting and
2. Anne told her husband it was dangerous to drive so fast on an icy road but he refused to
3. – The children are making a terrible noise. Do try and
4. – You had better ... (the title of the book), or you may forget it.
5. Soon after ... from Oxford, Jeremy joined the staff of a provincial newspaper.
6. – I must take these shoes to the mender's. The heels have completely
7. The rest of the family were already finishing their breakfast when Mr Dobson
8. Neil hastily ... (his address) on a bit of paper and handed it to the messenger.
9. – When are you going to stop changing jobs and ... ?
10. – This juice tastes as if it has been

(*calm, come, go, put, quieten, scribble, settle, slow, water, wear, write*)

Exercise 9. Choose the right meaning of *run down* from the list for the sentences given below. The pattern which each sense follows is given in brackets: a. suffer a loss of power, through age, neglect, etc (IA); b. knock to the ground (in a car etc) (TA); c. reduce in numbers or size (TA); d. criticize unkindly (colloq.) (TA); e. (be) tired and in poor condition, because of overwork, lack of sleep, etc (pass. adj. TA).

1. – In my opinion the Conservative government is running down the National Health Service by refusing to spend enough money on it.
2. – The doctor said that I was not really ill, just run down, and that I needed a complete rest.
3. Alan couldn't stop the car in time to avoid running the cat down.
4. – I can't use my cassette-player at the moment because the battery has run down.
5. – I wish you wouldn't keep running your sister down. Are you jealous of her or something?

in

(1) When used with most verbs of motion, for example, *come*, *go*, *walk*, *run*, *jump*, *ride* and *fly*, *in* simply expresses the idea of entering.

eg 1. Jack opened the door of the sitting-room and went/walked/strode/crept in.

2. The taxi-driver opened the door and they all jumped/climbed/squeezed in.

However, the use of directional *in* with *get* needs special care. With reference to buildings, rooms, etc, *get in* means "enter with difficulty or in spite of an obstacle".

eg 3. The burglar got in through the bathroom window.

When applied to cars and other vehicles, no difficulty or obstacle is implied.

eg 4. The taxi-driver opened the door and they all got in.

Note that with cars *in* is the only possible particle with *get*, whereas with buses and other means of public transport *on* can also be used. (See p. 83.)

For other meanings of *get in* see p.123.

(2) *In* is also used to imply motion (entering) with such verbs as *ask*, *call*, *invite*, *show*, *help*, *lead* and *let*.

eg 5. — I went round to the Robinsons to return the tools I'd borrowed but they didn't ask me in.

6. As their local doctor could do nothing, they decided to call in a specialist.

It occurs in a similar way with *send*, *fly*, *ship*, etc.

eg 7. When news of the earthquake reached the capital, emergency supplies were sent/flown in immediately.

(3) *In* can mean "at home; inside, indoors, on the premises".

eg 8. — Ring me tomorrow. I shall be in all day.

9. — It's very cold and wet. We'd better stay in today.

10. Mr Grant needed a housekeeper, someone who would be willing to live in.

(4) With reference to the sea, *in* is used with the verbs *be* and *come* to mean "at its highest point on the shore".

eg 11. We couldn't walk along the beach because the tide was in.

(5) *In* may also mean "in(to) fashion, in(to) season".

eg 12. — Are long skirts still in?

(See also p. 173)

13. Strawberries will soon be coming in.

(6) In combination with the verbs *give*, *hand*, *put* and *send*, *in* means "to sb authorized to receive sth (eg a teacher, an official)"

eg 14. — Please give your translations in tomorrow morning.

15. — Have you sent in your application? (for a job)

Note that *give in* and *hand in* are synonyms but *hand in* is usually more formal.

When the person who receives is the subject, *take in* or *have in* are used.

eg 16. (Teacher in class) — I'll take/have your translations in tomorrow.

(7) With *write*, *pencil*, *ink*, *paint*, *type*, etc *in* implies addition, inclusion of sth omitted.

eg 17. — Have you finished your article?

— Yes. I've just got to type in the French quotations.

(8) With verbs such as *close*, *shut*, *fence*, *hedge*, *wall*, *snow*, and *strap*, *in* denotes restriction of action or movement.

eg 18. Caroline put the child in his push-chair and strapped him in.

Figurative use is also possible.

eg 19. She felt hemmed in by family obligations.

Note that most of these combinations are used mainly in the passive.

(9) *In* is used with various verbs to form nouns denoting some sort of public demonstration, protest or (in later formations) any kind of gathering by a group to take part in some shared activity.¹ The most common formations are the following, early ones:

sit-in — the occupation of a building where one is employed, etc in protest against conditions, the action of authorities, etc.

eg 20. Sit-ins were staged at lunch-counters known to have refused service to blacks.

teach-in — a long meeting or teaching session consisting of contributions

¹ This more recent use is discussed in *The Barnhart Dictionary of New English*, p. 222.

from experts and general discussion, usually on a subject of topical interest or concern.

eg 21. Various conservationist organizations joined forces to hold a teach-in on the preservation of the rural environment.

work-in – a form of industrial action in which workers occupy and run a factory, etc (often one which is threatened with closure).

eg 22. During the work-in at the Clydebank shipyards a committee elected by the work force made the day-to-day management decisions.

Exercise 10. Choose the best verb.

1. – Oh dear! I've forgotten my door key. How am I going to come/go/get in (to the flat)?
2. The invitations were printed but the names were put/pencilled/written in by hand.
3. – As you've got such a bad cold, you'd better sit/stay/keep in today.
4. The train was already crowded when it arrived at our station but we managed to get/squeeze/jump in.
5. The technicians started a sit/study/work-in to protest against the new working conditions imposed by the management.
6. Janet's house is surrounded by tall buildings, so she feels very shut/fenced/hedged in.
7. – I've heard that straight skirts are moving/coming/getting in.
8. While the guests were at dinner somebody went/came/broke into the house and stole some valuable things from the bedrooms.
9. I've got to hand/give/take my report in by the end of the month.
10. – If you are in our district any time do come/call/drop in and see us.
11. The boy crept up to the window of their neighbours' house and peeped/glanced/stared in.
12. – Mr Johnson has called to see you, sir.
– Well, let/show/bring him in.

Exercise 11. Complete the sentences with a suitable verb (in the required form) plus *in*, adding a pronoun object where necessary. A list of verbs is given at the end.

1. Many villages in the north of Scotland were ... for several days during last week's wintry weather.
2. – Don't put the date. I'll ... later, when everything has been checked.
3. Paul brought the car out of the garage and the children ...
4. While the boys were exploring the caves, the tide ... and cut them off.

5. – I went to see the Royal Ballet yesterday.
– Really? How did you ...?
6. Brian and Tony wasted so much time in class that the teacher threatened to ... after school.
7. When Marion arrived the lecture had already started and she stood outside the room, not daring to ...
8. Roy usually had his supper at the little restaurant near his flat but that evening he decided to ...
9. The small garden had been ... to give the family more privacy.
10. Mrs Woods took the naughty child up to his room and ... as a punishment.
11. June heard the dog scratching at the door and went to ...
12. – When will new potatoes ...?

(*be, come, eat, get, give, go, keep, let, lock, snow, type, wall, write*)
off

(1) The main meaning of this particle is that of removal, detachment.

eg 1. He took/slipped/pulled his jacket off.

2. She wiped/brushed/scraped the dirt off her shoes.

3. – I can't get { the cover off the sewing machine.
 { the cover of the sewing machine off.

Come off means "become detached".

eg 4. The handle has come off (the suitcase).

Similarly *get* and other verbs such as *jump, fall, keep* and *slide* are used with *off* intransitively in a reflexive sense (= remove oneself).

5. I got off¹ the bus too soon and had to walk a long way.

6. Get/Keep the dog off the flowerbeds.

7. He jumped off his bicycle.

In this sense *off* is the opposite of *on*. (See p. 83)

(2) A related meaning is that of division, separation.

eg 8. The alcove where the bed stood was curtained off.

9. The police cordoned off the area where the bomb had been found.

10. The dangerous part of the cliff had been fenced/roped/railed off.

11. The island was cut off from the mainland by the storm.

(3) *Off* is sometimes close in meaning to *away*.

eg 12. Sometimes children like to ring door-bells and run off/away.

13. The bird flew off/away before I could photograph it.

¹See p. 121 for the use of *get* and p. 86 for the alternative *out*.

Although *off* and *away* are often interchangeable in such sentences, *off* gives more emphasis to the initial stage (leaving), whereas *away* implies reaching a more distant place. Besides, there are some verbs with which only *off* is possible in this sense, for example *be*, *clear*, *make* and *see*.

eg 14. — Where are you off to? (= Where are you going to?)

15. When the farmer saw the boys playing on the tractor he told them to clear off.

There are also several highly colloquial synonyms of *be/clear off* such as *buzz off* and *shove off*.

(4) In some cases *off* specifically denotes the beginning of an action.

eg 16. They set/started off (on their journey) early in the morning.

17. We got held up in a traffic jam and so we missed the kick-off. (= beginning of the football match)

(5) Another meaning of *off* is “not functioning, burning, etc”.

eg 18. — Switch/Turn¹ the light off.

19. — Oh dear. The electricity has gone off.

With lights, gas (burners on a cooker) and gas or electric fires, *off* is interchangeable with *out* (see p. 86) but in the case of other electrical appliances, and gas and water taps, only *off* is used.

eg 20. I've turned/switched the fridge/washing machine/record-player off.

21. Turn the tap off. Don't waste water.

(6) With the verbs *be* and *go*, *off* can mean “sour; unfit to eat”.

eg 22. — Milk goes off very quickly in this warm weather.

23. — I'm afraid this fish is off. It smells awful.

In a café or restaurant, however, *be off* means “not available (although on the menu)”.

eg 24. — Two lamb chops with peas, please.

— Sorry, sir. The lamb chops are off.

In another context *be off* can mean “not going to take place, cancelled.”

eg 25. — Haven't you heard? Saturday's match is off.

Call off means “cancel” and *put off* means “postpone (till later)”.

Exercise 12. Choose the best verb.

¹ For the distinction between these verbs, see p. 22 (footnote).

1. Please put/pull/take your coat off.
2. The area around the burst pipe was cut/screened/roped off.
3. — A button came/fell/slipped off my coat as I pushed my way through the crowd.
4. After the meeting Paul strolled/rushed/walked off, saying that he had a lot of work to do.
5. — The top (of the bottle) was screwed on so tightly that I couldn't pull/turn/get it off.
6. — Why have the lights got/gone/turned off? Is it a power cut?
7. — I think we should go/set/make off (on our walk) early tomorrow morning, before it gets too hot.
8. At first Linda enjoyed being at home all day, but the novelty soon wore/passed/came off.
9. Sally's room had a wash-basin and an electric cooker in one corner but you couldn't see them because they were sealed/walled/screened off.
10. John shook/wiped/scraped the snow off his hat.

Exercise 13. Complete the sentences with a suitable verb (in the required form) plus *off*, adding the object given in brackets. If necessary consult the list of verbs at the end. (In some cases there is more than one possibility.)

1. — Be sure to ... (the price tag) before you wrap the present up.
2. — Don't forget to ... (the television) before you go to bed.
3. The next morning the climbers ... for the summit.
4. The passengers were not allowed to ... (the plane) during the short stop in Vienna.
5. — You can't have a shower because they've ... (the hot water).
6. The village was ... by deep snow for several days.
7. — Put the meat in the fridge or it will ...
8. — If the board is too long, ... (a piece).
9. — You get on my nerves. ...
10. — I dropped the teapot and ... (the spout).
11. — Have you ... (the electric kettle)?
12. — ... (that ladder)! You'll break your neck.

(*break, chop, clear, cut, get, go, saw, set, switch, take, tear, turn*)

on

(1) *On* is used with many transitive verbs to denote attachment, putting in position.

- eg 1. — I've cut my finger. I'd better put a plaster on (it).
 2. — Stick a stamp on (the letter).
 3. — I can't get the lid (of the tin) on.

On has a similar meaning when applied to clothes.

eg 4. — It's raining. You'd better put your mac on.

5. She pulled on her boots.

6. — I'm not cold. I've got two sweaters on under my jacket.

With *put* and *be*, *on* can mean "on the gas/electric cooker, etc".

eg 7. — Put the kettle on.

8. — The potatoes are on, so (the) dinner will soon be ready.

(2) With intransitive verbs such as *get* (denoting motion), *jump*, *leap*, *climb*, *on* denotes the occupation of a position on top of something.

9. When the plane had been refuelled, the passengers were allowed to get on. (For *get in*, see p. 77).

10. The boy jumped on his bicycle and rode away.

Note that when *on* is prepositional and directional (as in sentence 10), it can often be replaced by *onto*, especially in formal style.

(3) *On* may also denote the maintenance of a position, for example with *hang*, *hold*, *linger*, *stay*.

eg 11. After the concert many people lingered on in the hope of seeing the famous singer as he left the building.

12. My father reached retiring age last year but he was asked to stay on (at work).

In sentences like no. 12 *on* simply emphasises the meaning of the basic verb.

(4) Another meaning of *on* is "alight, burning; functioning".

eg 13. — Put/Switch the light on.

14. — Leave the iron on when you've finished. I want to press my skirt.

(5) In the context of entertainments *on* often means "on the programme; in the repertoire".

eg 15. — What's on at the National Theatre tomorrow?

16. The students put on a concert at the end of term.

With *come*, *go* and *walk*, *on* usually means "onto the stage".

eg 17. When the famous ballerina came on there was a burst of applause.

18. Julia has only had a couple of walking-on parts so far.

(6) *On* can be continuative (expressing the idea of continuation, persistence), for example, with the verbs *carry*, *go*, *live*, *keep*, *play*, *press*, *push*, *read*, *sleep*, *walk*.

eg 19. – Are you going to give up your job when you move house?

– No, I shall carry on, for a while at least.

20. – If you've finished Chapter Four, read on.

For *keep on*, see p. 132.

(7) In some cases *on* means "forward, ahead".

eg 21. – I'm not quite ready yet, so you go on and I'll follow.

22. – Don't forget to put your watch on. (= at the beginning of summer time)

Exercise 14. Choose the best verb.

1. – Is this the way to the general post office?

– Yes, keep/walk/get on until you come to the traffic lights and then turn right.

2. – Have you placed/put/stood the soup on yet?

3. It was an important interview and Paul put/got/had his best suit on.

4. – Do hurry up! We shall be late.

– Just keep/wait/hold on a minute while I comb my hair.

5. At first Brenda wanted to wake the children but Mike persuaded her to let them lie/sleep/doze on.

6. The art school is putting/setting/holding on an exhibition of students' works.

7. – What have you stopped playing (the piano) for? Play/carry/press on.

8. The gloves were rather tight but I managed to get/put/draw them on.

9. We decided that Tom should run/walk/go on and warn the campers about the approaching storm.

10. She cut several slices of bread and put/spread/smoothed some butter on.

Exercise 15. Complete the sentences with a suitable verb (in the required form) plus *on*, adding the object in brackets where given. If necessary consult the list at the end.

1. ... (the television). There's a good film starting at 7.

2. The telephone ... (ringing) until Brian answered it.

3. – I can't see properly. Wait a minute while I ... (my glasses).

4. It started to rain heavily but the band ...

5. The neighbours had obviously not gone to bed, because the light ... in the sitting-room.

6. – This is our train. ... quickly, everybody!

7. It's dangerous to ... (the gas) all day.

8. — I'm going to ... (labels) (those jars of herbs) so that I don't mix them up.
 9. As the ship rolled, Charles grabbed the handrail and ..., hoping that the sea would soon get calmer.
 10. The manager told the typists to ... with their work and not waste time chatting.
 11. (At an exhibition) — You can go home if you like but I should like to ... for a while.
 12. — It's rather cold. Shall I ... (the electric fire)?
- (be, carry, get, go, hold, keep, leave, play, put, stay, stick, switch, turn)

out

(1) *Out* is the opposite of *in* (see p. 77) in the following cases:

(a) denoting the idea of leaving an enclosed space (a room, building, vehicle, cupboard, etc) or being removed from one;

eg 1. The car stopped and a smartly-dressed woman got/stepped/jumped out.

Note: With cars, *out* is the only possible particle but with buses and other forms of public transport *out* is a less common alternative to *off* (see p. 80).

2. — Get the cups out, please.

3. — My tooth has started to ache again. I'm afraid I shall have to have it out.

(b) meaning "not at home; out of doors; off the premises";

eg 4. — I went to see Helen but she was out.

5. — Don't leave your bike out. It may rain in the night.

With reference to people, be careful to distinguish between *out* and *away* here (see p. 68). Note also that *out* with *go, take, be, ask* and *invite* in such sentences as:

6. Jenny goes out a lot.

7. Brian wanted to ask Rosemary out but he was too shy

implies not simply absence from home but some form of entertainment (theatre, concert, visiting friends, etc).

(c) meaning "no longer fashionable";

eg 8. Dark furniture { is out now.
 { went out several years ago.

(d) (*of the sea*) meaning "away from the shore; at its most distant point from the shore".

eg 9. The children collected shells when the tide went out.

(e) (*of the sun, stars, etc*) meaning “visible, shining”;

eg 10. Just as we arrived at the beach the sun came out.

(2) *Out* can also mean “no longer alight or burning”.

eg 11. – Put/Switch/Turn the light out.

12. It was cold in the sitting-room as the fire had gone out.

With reference to electric lights, gas (burners on a cooker) and gas or electric fires, *out* is interchangeable with *off* (see p. 81). However, in the case of coal or wood fires, stoves, candles, cigarettes, etc only *out* is possible. The combination *switch out* occurs only with electric lights; in other cases *put out* or *turn out* is used or (in the case of electrical appliances) *switch off*.

(3) *Out* is used with many verbs in a perfective sense, often with the additional idea of:

(a) disappearance, coming to an end;

eg 13. By the end of the week { his money had run out.
he had run out of money.

14. It's a pity so many of the old village crafts have died out.

(b) obliteration, destruction;

15. Cross/Rub the last word out.

16. Thick smoke blotted out the sun.

17. Whole villages were wiped out by the epidemic.

(c) making flat or straight;

18. She smoothed out the creases in her dress.

19. (To people standing in lines) – Straighten out your lines.

(d) thoroughness;

20. She cleaned/cleared/swept/scrubbed the room out.

21. (Teacher to students) – You are to write/copy out the misspelt words three times.

(e) suddenness (esp. with verbs denoting sound);

22. When Linda saw the snake she cried out in fear.

23. Without thinking Johnnie blurted out the truth about the broken vase to his mother.

(4) With verbs such as *give, hand, serve* and *share*, *out* implies distribution or issuing.

24. The marchers handed out leaflets (to passers-by) giving information about the peace movement.

Note that *give* and *hand* are synonymous here but *hand* is more formal.

25. The money from the sale of the house was shared out among Mr Campbell's three children.

Other verbs used with *out* in this sense include *deal*, *dish*, *dole* and *pay*.

(5) Another meaning of *out* is "available (on sale, published, announced)."

eg 26. His first book came out in 1972.

27. The election results will be out tomorrow morning.

(6) With reference to plants and flowers, *out* means "in bloom, flowering".

eg 28. — You should come here when the lilac is out.

29. — In England daffodils usually come out in March.

(7) *Out* with the verbs *be*, *come*, *walk* and *stay* in the sphere of industrial relations means "on strike" (see p. 108).

eg 30. The dockers came out in support of the striking miners.

Exercise 16. Choose the best verb.

1. The teacher ignored the students' talking for a while but at last her patience gave/passed/died out.
2. — Shall I switch/turn/push the gas out?
3. Ruth sometimes keeps/is/stays out until after midnight.
4. (At a party) — Hand/Give/Pass round the plates, please, Linda.
5. — I can't find anything in this drawer. I must clear/dust/tidy it out some time.
6. — This sentence doesn't make sense. You've left/crossed/cut the verb out.
7. I want to buy this make of camera but I'm waiting for the new model to come/go/be out.
8. — What's wrong with Peter?
— He's gone into hospital to have/take/cut his appendix out.
9. It was exceptionally warm for the time of year and the roses opened/came/burst out earlier than usual.
10. When Bob heard his mother came in he put/stubbed/threw out his cigarette guiltily.
11. Overcome with embarrassment, Jean cried/shouted/blurted out an apology and sat down quickly.
12. Many species of animals and birds will die/pass/run out if measures are not taken to protect them.

Exercise 17. Complete the sentences with a suitable verb (in the required form) plus *out*, adding the object where it is given in brackets. Consult the list of verbs at the end if necessary. (In some cases more than one version is possible.)

1. Always be sure to ... (your camp-fire) before you leave.
 2. Carol opened a drawer and ... (a letter).
 3. We stayed at a good hotel in Brighton but unfortunately our view of the sea was ... by a tall block of flats.
 4. — I must defrost and ... (the fridge) while there isn't much food in it.
 5. Peter suffered from tonsillitis so often that the doctor advised him to ... (his tonsils).
 6. Mr Clark asked his secretary to ... (the report) and send a copy to each department.
 7. — Now ... (the candles) on your birthday cake, Julie.
 8. — Don't turn the gas down too low or it will
 9. ... their old address and write in the new one.
 10. — I wish the children didn't ... (their clothes) so quickly.
 11. It's no use ringing up during the day. Everybody ... at work.
- (*be, blot, blow, clean, come, cross, eat, go, have, put, take, type, wear*)

over

(1) In its perfective directional sense (falling or bending from an upright position), *over* is often very close in meaning to *down* (see p. 75) and the two particles are sometimes interchangeable, especially with reference to people.

- eg 1. The man was knocked over/down by a lorry.
2. The boy fell over/down and scraped his knee.

However, *over* is more usual with small standing objects such as chairs, vases, cups, etc.

- eg 3. Tom was so nervous that he knocked his cup of tea over.

Besides, some verbs, such as *bowl* and *trip*, are used only with *over* (not *down*).

- (2) *Over* may imply "above or beyond the usual limit, more than usual".

- eg 4. While Pat was on the telephone the milk boiled over.
5. The new designer was brimming over with ideas/enthusiasm.

- (3) With *have* and *be (left)*, *over* means "remaining".

- eg 6. After Jean had paid her rent { she didn't have much over.
there wasn't much (left) over.

7. — If there is any food (left) over put it in the fridge.

(4) With verbs such as *cover*, *cloud*, *freeze* and *mist*, *over* conveys the idea of completely covering the surface of something.

eg 8. It was sunny when I woke up, but the sky soon clouded over.

9. — I don't like wearing glasses in cold weather because they mist over when I go into a warm place.

(5) *Over* may also mean "finished, past".

eg 10. It's a pity our holiday is over.

11. — If you've got toothache you'd better go to the dentist's at once and get it over (with).

12. — Don't worry. All the fuss about your accident will soon blow over.

(6) In combination with such verbs as *hand*, *put* and *take*, *over* implies transfer (of duties, responsibility, power, etc) from one person or organization to another.

eg 13. — You've got too much work now. Why don't you hand over the routine matters to your assistant?

14. — When does the new head of department take over?
(= take over his duties from the present head)

(7) *Over* is used with *come*, *go*, *drive*, *fly*, etc, *ask* and *invite* to mean "for a visit".

eg 15. — We're going over to my parents for the New Year.

Over is similar to *round* in this sense (see p. 66), but usually implies a greater distance. It may mean another country, especially across the sea.

eg 16. — My brother and his family are coming over from Australia this summer.

(8) With *think*, *talk*, *turn* and some other related verbs, *over* implies a process leading to a decision.

eg 17. — You needn't make a decision now. Think it over.

18. Bob turned over the various alternatives in his mind.

Note that *turn over* in this sense is practically always accompanied by "in one's mind".

(9) *Read/look/glance over* imply that something is read or looked at in order to form a general impression or to check its correctness, suitability, etc.

eg 19. When she had finished the letter she read it over and then put it in(to) an envelope.

20. They looked over several houses which were for sale but none of them were suitable.

Go over is also used meaning “read (often a second time), check”.

eg 21. (Teacher in class) — Now let’s go over the exercise you did for homework.

Over is usually interchangeable with *through* in this sense, although *through* may sometimes imply greater care.

Exercise 18. Choose the best verb.

1. — Turn the gas down. The soup is running/boiling/brimming over.
2. — There’s something wrong somewhere. You’d better look/read/go over the results of the experiments again.
3. — I know you don’t want to tell your mother you’re leaving home but you’d better get/have/talk it over.
4. David rushed towards the door, knocking/pushing/turning a chair over on his way.
5. The captain (of the plane) asked his co-pilot to take/hand/get over while he had a rest.
6. — Are you free at the weekend?
— No, we’re coming/going/travelling over to Wales to see my grandparents.
7. — Please turn/think/mull over my proposal carefully and let me know your decision on Monday.
8. Colin and Julie wanted to move to a pleasanter district and spent most of their spare time looking/walking/going over houses which were for sale.
9. Mr Lee was asked to hand/give/put over responsibility for the language laboratory to a younger man.
10. When everyone had finished the translation the teacher checked/looked/went over it.

Exercise 19. Complete the sentences with a suitable verb (in the required form) plus *over*, including the object where it is given in brackets. If necessary consult the list of verbs at the end. (In some cases more than one version may be possible.)

1. — When you leave the building please ... (the keys) to the caretaker.
2. Paul ... some toys which the children had left on the floor.
3. When the meeting finished Roger said he would like to ... (the matter) with his colleagues before making a decision.

4. — If you buy a cheaper dress you'll ... (enough money) for a new pair of shoes, too.
5. Mary filled the vase too full and some of the water ... onto the polished table.
6. At the beginning of December there was a cold spell and the lake
7. Many small family businesses have been ... by big companies.
8. — I shall be glad when this hot weather
9. The children were ... with high spirits at the prospect of a visit to the zoo.
10. — I don't like these tall glasses. They're so easily... .
11. — Would you like to ... for the day on Saturday?
12. — You should be more careful crossing the road. You'll be ... one of these days.

(*be, bubble, come, fall, freeze, hand, have, knock, run, spill, take, talk, trip*)

up

The most important function of this particle, besides its purely directional meaning, is to express the perfective aspect. (In this role it is the most widely-used particle.) Sometimes it also retains its directional meaning, as in *stand/sit/jump/get/lift up*, but in most cases this meaning has been partly or wholly lost (if it ever existed).

(1) Many of these combinations with perfective *up* fall into semantic groups. The largest of these are combinations with verbs of:

(a) **closing, enclosing, restriction**; for example, *close, shut, board, brick, dam, lock, seal; block, cage, clog, clutter, coop, silt, stop, stuff*.

eg 1. The houses were empty, their windows boarded up.

2. The caretaker was waiting impatiently for the last visitors to go.
He wanted to lock up and go home.

3. Peter's room was cluttered up with books, papers, sports equipment and all sorts of other belongings.

(b) **fastening**; for example, *fasten, button, chain, screw, sew, tie, zip*.
Do may replace the verbs *fasten, button, tie* and *zip* here.

eg 4. — Fasten/Button/Zip/Do up your jacket before you go out, Julie.
There's a cold wind.

5. — That dog should be chained up.

(c) **packaging**; for example, *box, crate, pack, parcel, tie, wrap*.

eg 6. All the books were boxed/crated up ready for the move to the new house.

7. Gillian wrapped up the Christmas presents in festive paper.

(d) **breaking, cutting (into pieces), dividing**; for example, *break, chop, cut, grind, slice, tear, split*.

eg 8. The ship ran aground on some rocks and broke up.

9. – Will you cut/chop the vegetables up, please.

(e) **gathering, collecting**; for example, *gather, heap, pile, rake, round*.

eg 10. Frank couldn't round up enough people for a proper game of football, so they just kicked a ball around.

(f) **cleaning and tidying**; for example, *clean, clear, mop, sweep, tidy, wash, wipe*.

eg 11. – I'm tired of clearing up after you.

12. Anne offered to wash/dry up. (= wash/dry the dishes)

(g) **eating, feeding**; for example, *eat, chew, gobble, swallow; fatten, feed*.

eg 13. – Eat up your vegetables, Mike.

14. Christine looks very thin after her illness. She needs feeding up.

The verb *drink* is also used with *up* in the sense of "finish", but *drink down* and *drink off* occur too. These suggest faster drinking than *drink up* and are rarely used in commands.

(h) **measuring, calculating**; for example, *add, count, reckon, settle, tot, weigh* (fig.).

eg 15. – Will you add up this list of figures, please.

16. – I shall have to weigh up the pros and cons before deciding whether to change my job.

(i) **confusing and spoiling**; for example, *mix, muddle, jumble; botch, bungle, mess, muck*. (Note that *botch* and *muck* are highly colloquial.)

eg 17. – I always $\left\{ \begin{array}{l} \text{mix/muddle up the names of those two students.} \\ \text{get the names of those two students mixed/muddled up.} \end{array} \right.$

18. – Charles messed up our travel arrangements by not booking in time.

(j) **saving, storing**; for example, *hoard, save, store, treasure*.

eg 19. They have saved up enough money to buy a house.

In some of the combinations given above *up* can be omitted without significant loss or change of meaning, for instance in examples 3, 4 (with *fasten* and *button*), 7, 9, 12, 19. Other widely-used combinations with

“optional” *up* are: **check (up)**, **fill (up)**, **heat (up)**, **hurry (up)**, **queue (up)**, **ring/phone (up)**, **shake (up)**, **warm (up)**.

Here *up* simply emphasises the perfective aspect, makes it more specific. Note, however, that *up* is essential with *mix* and other verbs in group (i). Also be careful to distinguish between *pick* (flowers, etc = “gather”) and *pick up* (sth lying on the ground).

Now here are some other common uses of *up* where the directional sense has been preserved to a greater or lesser extent.

(2) *Up* may mean “out of bed, having risen” — not only with *get* but with *be*, *sit*, *stay*, *keep*, *knock* and *wait*.

eg 20. — Father isn’t up yet.

21. — Don’t wait up for me tonight. I shall be late.

22. — I don’t want to keep you up. We can discuss that tomorrow.

(3) *Up* with *come*, *go* and other verbs of motion such as *travel*, *drive* and *cycle* can mean “to the capital (from the provinces) or towards the North” (cf. p. 74).

eg 23. He went/travelled up to London by an early train.

A related meaning of *up*, especially with *come*, *go*, and *be* is “to or at a university, esp. Oxford or Cambridge”.

eg 24. It’s more interesting to visit Oxford or Cambridge when the students are up.

(Cf *be/come/go down*, p. 74).

(4) *Go up* in schools can mean “go into the next (higher) form”.

eg 25. — Do children go up (into the next form) automatically?

The opposite is *stay down* or *be kept down*.

(5) *Up* is also used to imply an upward movement of the hand to carry out some action.

eg 26. The teacher put/wrote the new words up on the board.

(Cf. *put/write down*, p. 74 .)

27. — If you want everybody to know about the concert you’d better put up a notice in the entrance hall.

28. — I wanted to hang the mirror up but there was nothing to hang it on.

(6) Another use which is of interest to teachers is in the combinations *make up (work)* and *copy up (notes, etc)*, where *up* implies that something is done which should have been done earlier. (There is no directional element here.)

eg 29. (Teacher to student) — You must make up the work you missed while you were away.

30. (Student to teacher) — I missed the last lecture but I copied up the notes.

Notes made at a lecture are (*lecture*) *notes*; simply *lecture* cannot be used in this sense.

Exercise 20. Choose the best verb.

1. — Don't leave that broken glass on the floor. Pick/Sweep/Wipe it up.
2. The harbour could no longer be used by large boats because it was silted/blocked/dammed up.
3. The boys ate/gobbled/swallowed up the cakes in a flash.
4. — John, your shoe-laces are undone. Fasten/Tie/Do them up or you might trip over.
5. — Tom's illness has completely mixed/muddled/messed up our plans for the holiday. We were hoping to go to the Lake District.
6. There were too many students in the group so we decided to break/split/cut it up.
7. Nicholas worked for a year before going/coming/travelling up to Cambridge, as he wanted a break from studying.
8. The names of the winners will be put/hung/stuck up on the club notice-board on Monday.
9. On the last day of their holiday Susan packed the suitcases while Jim went to count/reckon/settle up with the landlady.
10. Maureen couldn't afford to go out much because she was saving/storing/gathering up for new furniture.
11. — You needn't box/tie/wrap the toys up yourself. They'll do it for you at the post office.
12. It's not good for the children to be cooped/shut/locked up in one room all day. They need exercise and fresh air.
13. Brian's desk was covered/cluttered/muddled up with old newspapers, magazines, unanswered letters, photographs and so on.

Exercise 21. Complete the sentences with a suitable verb (in the required form) plus *up*, adding the object where it is given in brackets. If necessary consult the list of verbs at the end. (In some cases more than one version is possible.)

1. — I'm tired of waiting for you. ...!
2. Susan had to ... until after midnight in order to finish her essay.
3. — I shall have to send for the plumber. The kitchen sink is

4. The shop assistant quickly ... (the prices) and ... (the purchases).
5. — These books are all Will you put them in order, please.
6. — Are you going to London by train?
— No, I'm I shall need the car there.
7. — Will you please help me to ... (this shelf).
8. — Carol is ... into the fifth form after the holidays.
9. — ... (your salad), Jenny. It's very good for you.
10. Valerie ... (some nuts) to decorate the cake.
11. Tom ... (the note) and threw the pieces into the waste-paper basket.

(block, chop, copy, drive, eat, go, hurry, muddle, put, screw, sit, stay, sweep, tear, tot, wrap)

Exercise 22. Say in which sentences *up* can be omitted without a significant change of meaning.

1. Father is usually the last person to go to bed, so he locks up.
2. — Shall I wrap the book up for you?
3. — Please pick up that sweet packet and put it in the litter bin.
4. — I must check up the title of the book.
5. — I think you've mixed up two films.
6. — Do hurry up, or we shall be late.
7. — Will you help me wash up, please?
8. — Button your coat up.
9. — I'm saving up to buy a sewing machine.
10. — Please ring me up tomorrow.

GENERAL (REVISION) EXERCISES

Exercise 1. Choose the best particle.

1. I shan't be at the meeting next week because I'm going off/away/out for a few days.
2. — My parents get very worried when I stay in/out/away late.
3. — Shall we go along/about/around/round the exhibition now?
4. Charles was very generous and gave away/around/up a lot of the fruit and vegetables he grew in his garden.
5. On Monday Gerald came in/along/down to breakfast earlier than usual.
6. (Teacher in class) — I should like to clear up/out/away the confusion about the use of articles in proper names.
7. Stephen was driving very fast and almost knocked the old lady over/down/off.
8. — I'm just going round/over/in to see Mrs Andrews next door.
9. — My cousin in Edinburgh has invited us in/over/round for the New Year.

10. — You left the kettle on/in/around and all the water has boiled off/away/out.
11. — I've lost my umbrella. I must have put it down/on/away somewhere and then walked along/past/off without it.
12. — Please sweep up/off/away that broken glass. It's dangerous.
13. — Today I finally got round/down/up to defrosting the fridge. I'd been meaning to do it for ages.
14. Ken's mother earned extra money to support the family by taking in/on/up lodgers.

Exercise 2. Fill in the blanks with the most suitable particle, if necessary consulting the list at the end. In some cases there is more than one possibility.

1. — Drink ... your tea, Jack. I want to clear the things ... and wash
2. When Mrs Beech saw the neighbours' children picking her apples, she shouted ... and they ran
3. (Teacher in class) — You've mixed ... three different verbs — “rise”, “raise” and “arouse”.
4. — It's so hot in here! I wish they'd turn the (central) heating
5. It took the firemen several hours to put the fire
6. — I forgot to switch the iron ... and it overheated.
7. — Do you think you could look ... my paper before I read it at the conference?
— Yes, come ... tomorrow if you're free. I shall be ... all day.
8. — Jim is so clumsy! He knocked a vase of flowers ... last time he came to see me.
9. — Take your coat ... the chair and hang it
10. — If you let me know what time your train gets ..., I'll meet you.
11. — We shall have to clear this room ... before our guests come.
12. So many people came to the party that there weren't enough plates to go
13. The bus was so full that we couldn't get
14. Mr Harris stopped the car and told the hitch-hikers to get

(away, back, in, off, on, out, over, round, through, up)

Exercise 3. Choose the right pairs of contrasting particles (opposites) for the following sentences.

1. Please let the guests
2. We got ... the bus.
3. John got ... his car.
4. Please switch the television

5. Please turn the volume (of the record-player)
6. (Speaking of a house or flat) — When are you moving ...?
7. Jill turned the water
8. (At a hotel) The tourists checked
9. (At a factory) The workers clocked
10. Peter turned his collar
11. Mrs Bennet's maid lived
12. The clocks go ... in the spring and ... in the autumn.

CHAPTER THREE. STYLE AND REGISTER

(With Exercises)

STYLE

Phrasal verbs are especially characteristic of informal (colloquial) style, although their use has recently been extended to a wider range of situations (newspaper articles, radio and television programmes, academic and scientific writing, etc). However, it would be a gross over-simplification to treat all (or even most) phrasal verbs as if they belonged to the same stylistic category. Greater differentiation is needed if one is to use them appropriately.

Many phrasal verbs are stylistically neutral, that is, they can be used in practically any situation. Such combinations as *stand up*, *come/go in/out/up/down*, *bring up*, *break down* (= stop functioning), *deal with*, *give up*, *switch on/off* and *set out* (= leave) sound equally appropriate in a conversation between close friends, for example, or in a lecture, in spoken or written English.

However, some of these neutral combinations may be replaced in formal or informal situations by another verb. In formal situations this will usually be a one-word verb; for example, *enter* instead of *come/go in*, *raise* (e.g. one's hand) instead of *put up*, *rise (to one's feet)* instead of *stand up*. For informal situations there may be a more colloquial phrasal verb; for example, *barge in* instead of *come/go in*, *conk out* instead of *break down*. Often these informal combinations express an additional shade of meaning. For instance, *barge in* implies interruption, rudeness or clumsiness. There are also some ideas which can be expressed by a whole group of combinations, with varying degrees of informality, and often a specific shade of meaning too. For example, the idea of going away may be expressed by *buzz/clear/push/shove off* (listed here approximately in order of increasing informality) and even other "taboo"¹ words with *off*. *Mess up* (= spoil) may be replaced by *botch/foul/muck up*, or other taboo combinations with *up*. In such cases the various verbs do not express specific shades of meaning (although there may be slight semantic distinctions between them) but different degrees of informality. However, there are other cases where not only different degrees of formality but also different shades of meaning are expressed. For example, *dress up* (= put on one's best clothes) may be replaced by *deck out*, *doll up* or *tog up*. Here *deck out*, besides being more formal than the others, implies fine, possibly showy clothes, but usually in good taste, whereas *doll (oneself) up* may

¹ This word is applied by lexicographers to words widely considered indecent (see p. 100).

imply vulgarity. *Tog up* often emphasizes the inconvenience of putting on formal clothes, with a touch of humour.

eg 1. The bride's mother was decked out in a blue silk dress and a flowery hat.

2. — What have you dolled yourself up like that for?

3. The novelist said that he wouldn't go to the reception if it meant *togging up* in a dinner jacket.

It should be noted, however, that by no means all neutral combinations have formal and/or informal equivalents.

Some phrasal verbs, admittedly few in number, are themselves formal, for example, *set forth* (= present, outline).

eg 4. In his speech the leader set forth his party's aims.

Other formal phrasal verbs are *call forth* (= cause to appear), *cut down* (= kill), *enter upon* (= begin, eg a career, term of office), *garner up* (= harvest and store), *mete out* (= give, eg judgement, punishment), *yield up* (= hand to an enemy as a sign of defeat).

Thus it is clear that there is considerable stylistic variety among phrasal verbs. In the specialized dictionaries consulted,¹ those combinations which are not neutral are put into the categories "formal", "informal", "slang" and "taboo". The *Oxford Dictionary of Current Idiomatic English* lists the following factors which serve as the basis for this classification:

'(1) the relationship between the speakers (remote and official or intimate and relaxed);

(2) whether one is speaking or writing (compare a spoken commentary on a football match with a newspaper report on it);

(3) the level of seriousness, detachment, etc suggested or imposed by the situation (compare a speech at an official banquet with one given at a farewell party for a personal friend).'

The categories are defined as follows:

formal — more likely to reflect a distant than a close relationship; more likely to be met in writing than in speech; often suggesting a serious or elevated tone.

informal — intimate rather than distant; spoken rather than written; modest rather than grand or imposing.

slang — usually met in (and invariably derived from) the spoken language; suggesting an easy and intimate relationship between the speakers;

¹ See Bibliography.

serving to establish and reinforce the “togetherness” of particular sub-groups in society, e.g. the police, criminals, schoolboys, etc, and their distinctness from other groups; tending to date quickly, and therefore needing to be used with care by foreign speakers.

taboo – “swear words”; highly informal; generally avoided by educated male speakers when in the company of women and children, though conventions vary greatly from speaker to speaker, as well as from one social group to another; often expressing tension, irritation, anger, etc; best avoided by foreign speakers’ (p. lix).

As the main aim of this book is to teach Soviet students to use the most common phrasal verbs, slang and “taboo” combinations have not been included in the exercises. This leaves the following categories:

formal – neutral – informal (colloquial)

Readers should bear in mind that these categories are not absolutely fixed and separate; the boundaries between them are fluid and constantly shifting. For example, there is a tendency for informal combinations to be used more and more widely, with the result that they gradually come to be considered neutral.

The following exercises give practice in distinguishing between formal, neutral and informal combinations. This will help students in particular to use neutral phrasal verbs in conversation rather than their more formal one-word equivalents (eg *come/go in* instead of *enter*, *put one’s hand up* instead of *raise one’s hand*) and on the other hand to avoid using informal combinations in formal situations.

Exercise 1. Replace the formal one-word verbs italicized by a neutral phrasal verb and make any other necessary changes to the sentence. Consult the list of verbs at the end if necessary.

A.1. – As I was watching television my mother *entered* the room and asked me to help her with the dinner.

2. (At a meeting) – If you can help with the organization of the conference, *raise* your hand.

3. – I’m sorry I interrupted you. Please *continue*.

4. – What school did you *attend*?

5. – I should like you to *visit* us one evening next week.

6. (Teacher in class) – Sheila, please *distribute* the books.

7. – Those old houses are in a terrible state. They should be *demolished*.

8. – When will you *return* from Moscow?

9. – Be careful *descending* the steps. They’re slippery.

10. – I *visited* several interesting exhibitions during the vacation.
11. (In a train or bus) – Please *remove* your suitcase *from* the seat.
12. Alan complained that his landlady had *increased* the rent and that food prices had *risen* too.

(*come/go back, down, in(to), on, to, round, up; give out, knock/pull down, put up, take off*)

B.1. – Did David get the job he applied for?

– No, they *rejected* him because of his age. He's over fifty.

2. – If you always *yield* to the children they'll think they can have anything they like.
3. – Who does the baby *resemble*?
4. – If you go and live in that little village when you retire you may feel very *isolated*.
5. – If I recommend these changes at the meeting will you *support* me?
6. – You'll understand the work better as you *proceed*.
7. – My sister is coming to London next weekend. Could you possibly *accommodate* her for a couple of nights?
8. – Peter will be upset about the changes at first but he'll soon *recover*.
9. – If this rain *continues* the sports day will be a wash-out.
10. Sally was so charming and spontaneous that it *compensated* for her tactlessness.
11. – Why are you telling me these awful stories? Are you trying to *discourage* me *from* going (on the expedition)?
12. – You can't imagine what they *endured* during the war.

(*back up, cut off, get over, give in (to), go along, go through, keep up, make up (for), put off, put up, take after, turn down*)

Exercise 2. Replace the italicized words (which are formal or neutral) with an *informal* phrasal verb, changing the word order where necessary. A list of verbs is given at the end. (These combinations are highly idiomatic.)

1. – I knew he wasn't really a doctor. He didn't *deceive* me for a minute.
2. – One thing I don't like about Susan is the way she *criticizes* her husband in public.
3. – Did Pete's mother *scold* him for staying out so late?
– No, she was too relieved to see him.
4. – I won't *tolerate* such behaviour. It's disgusting!
5. – I haven't seen Bill and Rosemary together lately. Have they *quarrelled* or something?
6. – *Stop talking*, for goodness sake!
7. The old man told Janet a hard luck story about losing his job, being deserted by his wife, and so on, and she *believed* it, gave him £5.

8. — It was so hot and stuffy in the theatre that I nearly *fainted*.
9. Brenda *turned over the pages of* the magazine *quickly* to see if there were any knitting patterns in it.
10. Brian *worked with determination* at his maths and eventually mastered the subject.
11. — Have you heard Andrew *imitating* Professor Jones? It's really funny.
12. — What time do you *stop* work?

(*fall for, fall out (with), flick through, knock off, pass out, put up with, run down, shut up, slog away, take in, take off, tell off*)

Exercise 3. Read the following sentences with informal phrasal verbs and give neutral equivalents, using the words in the list below.

1. — Hang on! I'm not quite ready yet.
2. — I told Frank the joke but he didn't catch on.
3. — What's up with Helen?
4. — Are you still with me or am I using too many scientific terms?
5. — The flat will look very nice when we've done it up.
6. — Do you know where Bill hangs out?
7. — Don't ask Jim to make the travelling arrangements. He'll only botch everything up.
8. — If the excursion is by bus count me out.
9. — You could do with a holiday after such a difficult year.
10. — I haven't brought my alarm clock so will you knock me up tomorrow morning about seven?
11. — I'm fed up with all these delays.
12. — I told him to clear off.

(*(be) the matter, follow, go away, (not) include, live, need, (re)decorate, spoil, tired(of), understand, wait, wake (up)*)

Exercise 4. Read the following sentences and discuss the meaning of the informal phrasal verbs, which cannot be replaced by a one-word verb. Then use them in the sentences which follow, including a pronoun object where necessary.

1. — You've won first prize in the photography competition.
— Really? No. I don't believe it. You're *having me on*.
2. — I don't know what sort of clothes to take with me (to Bulgaria).
— Well, ask Sue to *gen you up* about the climate and so on. She went there last year.
3. — Sheila's always *on* about her children, how clever they are and so on. It gets *on my nerves*.
4. — Did John go to the match?
— Yes, he *rolled up* at the last minute in his new car.

5. – We went to that new restaurant yesterday but I was a bit disappointed. It's not half as good as it's **cracked up** to be.
6. – I don't like the way Colin **butters the director up**, pretending to find all his boring ideas so brilliant.
7. – After our long walk we **tucked into** the sandwiches with a healthy appetite.
8. – Oh dear! My camera's **playing up** again. I can't wind the film on. It seems to be stuck.
9. – Ann did her best to **get in** with the fashionable set by **having parties** and so on, but they didn't take to her.
10. – We can't afford an expensive holiday this year because we **lashed out** on a new colour television in the New Year.
11. – All their disagreements **boil down** to differences in their attitude to money.
12. – Let's decide about that now, before I get **bogged down** with arrangements for the conference.

1. – My electric mixer started to ... about a week after I bought it. I'm going to take it back to the shop and complain.
2. – Oh dear! Paul ...his car again. Does he really think everybody is interested in all those technical details?
3. – Barbara's parents really ... the wedding. There was a reception for 150 people at the Cavendish Hotel.
4. – Tom looked perfectly serious but I suspected that he The idea was far too ridiculous.
5. – If you think you can ... to work any time you like you're mistaken.
6. – Don't be fooled by all those compliments. She's only ... because you're head of department.
7. Simon gave several reasons for not redecorating the flat but in the end it all ... laziness.
8. Peter Collins was ... to be an expert photographer by his wife but I didn't think much of the pictures we saw.
9. When the food was brought in the children ... as if they hadn't eaten anything for days.
10. – Will you ... on the latest educational reforms? I'm leading a discussion with a group of teachers from England tomorrow.
11. – Richard joined the local golf club in order to ... some of the influential people who played there.
12. – I have no time for research because I'm ... paper work.

REGISTER

By "register" we mean the occupational or professional field with which certain words and phrases are particularly associated. For example, *blast off* and *count down* are used mainly in space technology, *walk out* (= go on strike) and *work in* (*n* = occupation and running of a factory, etc by workers) in industrial relations. Register is indicated in dictionaries by the

inclusion of such labels as “(space) technology”, “industrial relations”, “legal”, and “nautical”, sometimes abbreviated.

It would not be particularly useful to deal with various specific registers in a book of this type. However, there are certain phrasal verbs which are particularly common in the mass media, in the language of journalists, and consideration of these will help students to understand English newspapers better, and at the same time to be aware that these combinations are not so common outside the media.

Here is a list of the most widely used:

back down (IA) — withdraw (claims, demands, accusations, etc); yield

eg In spite of union resistance to the new working hours the management (of the company) refused to back down.

back-down (n)

break down (IA) — cease, end in failure

eg Talks in the Philippines between government representatives and rebel leaders broke down yesterday.

breakdown (n)

break off (TA) — end abruptly, discontinue

eg Britain broke off diplomatic relations with Syria in 1986.

break out (IA) — start suddenly and/or violently

eg Rioting broke out in Handsworth, a district of Birmingham, last night.

outbreak (n) eg There was an outbreak of violence/rioting ...

breakthrough (n) — an important discovery or advance

eg There has been a major breakthrough in the arms negotiations.

break up (IA) — (*of individuals in a group*) disperse, go their separate ways

eg The meeting broke up in confusion.

(TA) — disperse, scatter (often by force)

eg The police broke up the meeting/demonstration.

bring down (TA) 1. reduce; cause to fall

eg The Labour Party promised to bring down unemployment if elected.

2. cause the defeat of;

eg The latest scandal could bring down the Conservative government.

bring in (TA) — introduce (a bill in Parliament, a regulation)

eg The government has recently brought in new legislation on housing.

build up (IA, TA^{PO}) — increase (steadily)

eg The enemy forces are building up their reserves.

build-up (n) eg We are concerned at the risks posed to the future of the world by the US arms build-up.

call for (IP) – demand

eg The Soviet leader called for an end to American nuclear testing.

call off (TA) – cancel, abandon, drop

eg The unions and the management finally reached an agreement and the strike was called off.

call on/upon – (to do sth) (IP) – appeal to, urge

eg The anti-Apartheid campaigners called on the South African government to free the political prisoners.

call out (TA) – order or authorize (workers) to go on strike

eg The railwaymen have been called out (by their union) in support of their pay claim.

Cf come/lock/stay/walk out

close down (IA, TA) – (of factories, etc) be closed, close, stop production, operation, shut down

eg If the company fails to win the government contract it will be forced to close down its factory in Bradford.

close-down (n), shut-down (n)

come in (IA) – 1. gain power

eg The situation was quite different when the Labour Party first came in after the war.

2. reach the (newspaper) office, studio, etc

eg The election results are starting to come in.

come in for (IAP) – attract, be the object of

eg The government's policy of privatization has come in for strong criticism from many sources.

come out against (IAP) – speak against, show that one opposes

eg Many white South Africans came out against apartheid.

come up against (IAP) – be faced by, meet (opposition, difficulties, etc)

eg When the employers tried to change the bonus system they came up against strong resistance.

come up with (IAP) – produce, find (an idea, solution, etc)

eg At last the UN negotiator came up with a solution which proved acceptable to both parties.

crack down (on) (IA, IAP) – use one's authority to suppress

eg Customs officers are cracking down on drug smuggling.

crack-down (n)

Also **clamp down** – same meaning.

cut back (TA) – reduce (production, investment, etc)

eg Production in the car industry has been cut back by 15% this year.

cut-back (n)

draw up (TA) — prepare, draft, compose
eg A treaty was drawn up.

fall off (IA) — become smaller or fewer, decrease; deteriorate
eg Exports have fallen off sharply during the past year.
falling-off (n)

flare up (TA) — reach a more violent state, suddenly become more intense
eg Violence flared up again yesterday in several black townships (in South Africa).
flare-up (n)

go ahead (with) (IA, IAP) — proceed, do what one wants, or has planned
eg The government is determined to go ahead with the privatization of British Airways.
go-ahead (n): *to give/get the go-ahead* (for sth, to do sth)

hammer out (TA) — evolve, agree sth through hard work or discussion
eg By the end of the week the delegates had hammered out an agreement which was acceptable to all sides.

hand over (TA) — transfer a position of authority or power
eg After two years the military handed over power to a democratically elected government.

hold out (for) (IA, IAP) — resist, hold firm, stand fast
eg The workers have been offered a 6% pay rise but they are holding out for at least 10%.

keep up (TA) — maintain at a high level
eg The Opposition kept up its pressure on the Government to reduce taxes.

lay off (TA) — dismiss from work (usu. temporarily, while trade is bad)
eg The shipyard laid off 150 skilled workers last month.
lay-off (n)

lock out (TA) — prevent workers from entering a factory, etc (eg in response to a threat of strike action)
eg Over a hundred workers at the Joseph Fray Co. were locked out for refusing to accept new working conditions.
lock-out (n)

phase out (TA) — gradually stop making or supplying sth
eg Government grants for draught-proofing and roof insulation of private homes are to be phased out in the next financial year.

phasing-out (n)

- press for (IP, TP)** – make repeated and urgent requests for, *push for*
 eg The Opposition is pressing (the government) for a public inquiry into the accident.
- pull out/out of (IA, IP, TA, TP)** – withdraw, remove (eg troops, investments)
 eg As soon as the treaty had been signed the occupying forces pulled out (of the country).
- pull-out (n)**
- put in (TA)** – submit, present for consideration
 eg The electricity power workers have put in a 12% pay claim.
- put up (for) (TA, TP)** – propose, nominate
 eg They put Mark Taylor up for secretary.
- rule out (TA)** – regard as impossible or undesirable
 eg The damage to the oil pipe-line is said to have been the result of an accident but sabotage cannot be ruled out.
- run for (IP)** – *esp. US* – offer oneself as a candidate (for)
 eg The president was asked whether he intended to run for a third term (of office).
- scale down (TA)** – reduce in relation to sth else
 eg According to the speaker, armed forces in Europe should be scaled down.
- setback (n)** – hindrance, reverse
 eg The Labour Party suffered a serious setback in a recent by-election, being pushed into third place.
- set up (TA)** – establish, institute
 eg A committee was set up to investigate the complaints.
- show-down (n)** – moment, in a trial of strength, when one side reveals the weakness, pretensions, etc of the other and/or its own strength
 eg The Conservative government is heading for a show-down with the unions.
- sit-in (n)** – occupation of one's place of work, study, etc in protest against conditions, the action of authorities, etc
 eg Students at several British universities are staging sit-ins in protest against cuts in spending on higher education.
- spark off (TA)** – cause sth violent, disturbing to begin
 eg The incident, in which a black youth was seriously injured, sparked off rioting in the streets of Birmingham.
 Also **touch off**, **trigger off** – same meaning.
- spell out (TA)** – make clear or explicit the full meaning or implications of sth

- eg In his speech the minister spelt out the economic consequences of the new policy.
- stand for/as (IP)** – be a candidate (for)
- eg The former South African ambassador in London has returned to South Africa to stand as an independent candidate in the forthcoming elections.
- step down (IA)** – resign; withdraw one's candidature
- eg The party leader offered to step down if he lost the support of the majority.
- Also: **stand down** – same meaning
- step in (IA)** – intervene (to help or hinder)
- eg The TUC (Trades Union Congress) eventually stepped in to resolve the dispute between the two unions.
- step up (TA)** – increase, improve
- eg The local councils (in Britain) must step up their efforts to provide accommodation for the homeless.
- take over (TA^{PO})** – acquire control of a company, esp. by obtaining the support of a majority of its share-holders
- eg Many small firms have been taken over by large multi-national companies.
- take-over (n): take-over bid** – attempt to take over a company, etc
- throw out (TA)** – reject, vote against (a proposal, bill, etc)
- eg A plan to make the town centre a traffic-free area was thrown out by the planning committee.
- turn down (TA)** – refuse sb who applies, sth which is submitted, etc (often synonymous with *throw out* but less emotive)
- eg The secretary explained why the project had been turned down.
- turn out (IA)** – gather out of doors, esp. in large numbers
- eg Thousands of people turned out to watch the parade.
- turn-out (n)** – There was a large turn-out for the parade.
- walk out (IA)** – leave one's place of work as a protest; go on strike
- eg Car workers at the Austin plant in Birmingham walked out yesterday in protest against the sacking of a shop steward.
- walk-out (n)**
- work-in (n)** – form of industrial action in which workers occupy and run a factory, etc (often one which is threatened with closure)
- eg Workers at the Lithgoe shipyard, which is due to close down at the end of the month owing to lack of orders, have started a work-in.

Exercise 5. Replace the phrasal verbs in the following sentences by a one-word verb, consulting the list at the end if necessary.

1. Delegates to the conference demanded that the US call off its nuclear test scheduled for February 5th.
2. An amendment to the (British) government's bill to abolish the Greater London Council prevents responsibility for education from being handed over to the borough councils.
3. After the initial enthusiasm which followed its founding in 1981, support for the Social Democratic Party fell off.
4. The Arab leaders demanded that Israel should pull out of Lebanon.
5. The (British) government is planning to bring in a "community charge" for communal services, to replace the present system of rates (or local taxes).
6. The Opposition leader demanded more effective measures to bring down unemployment.
7. In the general election of 1983 the Liberal and Social Democratic parties put up one common candidate in each constituency.
8. The Police Federation (in Britain) has drawn up guide-lines for the conduct of policemen in dealing with demonstrations and riots.
9. Britain's major teachers' union calls on the Lords today to throw out or drastically amend the government's controversial Teachers' Pay and Conditions Bill, which will do away with teachers' negotiating rights.
10. The (British) government announced that a task force (of ministers) would be set up to improve deprived inner-city areas but the Opposition described the project as a mere publicity stunt.
11. The Greenham Common protesters kept up their attempts to disrupt the working of the US base.
12. The Bank of England stepped in to halt the fall in the value of the pound sterling yesterday.

(appeal (to), cancel, decrease, demand, establish, intervene, introduce, maintain, nominate, prepare, reduce, reject, transfer, withdraw)

Exercise 6. Express in other words the meaning of the phrasal verbs in the following sentences.

- A.1. Labour MP David Beecher said that the government should be increasing, not cutting back on weather-proofing of Britain's inadequately insulated homes.
2. Thousands turned out for the demonstration against the building of a nuclear power station near Glasgow.
3. Tension is building up again in Belfast, where several incidents were reported yesterday.

4. The Italian Prime Minister emphasized that Western Europe must step up its willingness to cooperate with Eastern Europe.
 5. The General Confederation of Labour (in Argentina) called the strike only hours after talks between the secretary general and government officials broke down over the government's refusal to discuss wage increases.
 6. In spite of protests from all over the world, Washington has gone ahead with its testing programme.
 7. After Guinness's chairman and chief executive Ernest Saunders stepped down on Friday, a three-man executive was set up to report to the company's board of directors.
 8. Government home improvement grants (in Britain) have already been scaled down and are to be phased out over the next two years.
 9. Hundreds of people signed a petition calling for the release of Wapping dispute leader Mike Hicks.
 10. The strike in the Greek capital closed down all public transport and caused electric power blackouts.
-
- B.1. One of the rebel groups in the Philippines broke off peace talks with the government after government troops opened fire on farmers marching to the presidential palace.
 2. According to "New Society", the (British) police used unjustified force in breaking up the rally in Trafalgar Square.
 3. Violence flared up again yesterday in the South African township of Soweto, where two people died and over twenty were injured in clashes with the police.
 4. The unions (in Britain) are pressing for longer annual holidays without longer working hours.
 5. More and more political leaders all over the world have come out against President Reagan's "star wars" project.
 6. The Prime Minister Mrs Thatcher ruled out the possibility of an early general election in the spring.
 7. The aims of the local government reorganisation (in Britain) are spelled out in a detailed report published today.
 8. The minister turned down a request for more information about the new British weapon.
 9. The latest American nuclear test sparked off a wave of protest all over the world.
 10. The economic crisis in Portugal became more and more serious, and threatened to bring down the government.

Exercise 7. Pick out the nouns formed from (or by analogy with) phrasal verbs in the following sentences and explain their meaning.

1. The Soviet peace initiative involves the phasing-out of all nuclear weapons by the end of the century.
2. When it came to a show-down the landlord had to admit his responsibility and carry out the necessary repairs.
3. There was a sit-in at Aston University yesterday in protest against government cutbacks in spending on higher education.
4. There has been a widespread campaign against the proposed takeover of the Pilkington glass firm by one of the big multi-nationals (= international companies).
5. India complained to Pakistan about the build-up of troops along the border.
6. In spite of the cease-fire there have been several outbreaks of fighting in the streets of Beirut during the past few days.
7. There was a huge turnout for the demonstration outside the nuclear processing plant at Windscale, in North-East England.
8. Several speakers at the conference noted a falling-off in the quality of university teaching in Britain and most attributed this to the higher salaries that could be earned in industry.
9. The lock-out at the Dalton shipyard, which was caused by the management's failure to impose new working conditions, has been going on for nearly a month.
10. (Newspaper headline) **ARMS TALKS – BREAKTHROUGH OR BREAKDOWN?**
11. The staff's response to the threatened close-down of the Caterpillar tractor plant was to stage a work-in.
12. The government crack-down on drug-smuggling got a fresh boost on Friday, when customs officials at Heathrow Airport discovered 5 lbs. of heroin hidden inside the heels of shoes.
13. The recent heavy rain will be a major setback for grain farmers, as the harvest has only just started.

Exercise 8. Pick out the phrasal verbs in the following (invented) passage about an industrial dispute in England, and paraphrase them or explain their meaning.

Workers at the ... steelworks put in a 15% pay claim, which was turned down by the employers. In protest the union called its members out and other unions promised to back them up. Soon after the walk-out negotiations started between representatives of the unions and the management but they broke down after a few days, when the two sides came up against

serious obstacles to agreement. The union threatened to step up its industrial action if the management did not come up with a better offer. The management replied that if the strike went on much longer the company would lose orders and would have to lay off several hundred workers. The next day talks started again, with the union leaders holding out for an increase of at least 12%. But the management refused to back down and the talks dragged on for another fortnight. Some Labour MPs called on the TUC to step in and settle the dispute. However, in a few days there was a breakthrough in the talks and the two sides finally hammered out an agreement, as a result of which the strike was called off.

SUPPLEMENTARY EXERCISES

Combinations with Some Basic Verbs

BE

Exercise 1. Fill in the blanks with particles from the list (below).

about, after, away, back, in, off, on, out/out of, over, through, up

1. Betty had enjoyed the conference and was sorry that it was ... so soon.
2. – Will you be ... tomorrow evening? I'd like to bring you some of our apples.
3. – I should like to speak to Mr Morton.
– I'm afraid he's ... at the moment, but he'll be ... soon. Would you like to wait?
4. – We'd better be ... now or we shall be late for the concert.
5. – Are you free now?
– No, I'm preparing for my classes.
– Well, ring me when you're ... and we'll go for a walk.
6. The television was ... but nobody was watching the programme.
7. – I don't know how we shall manage. Nearly half of the staff are ... with flu.
8. The telephone rang at six o'clock in the morning, before the family were
... .
9. – If there is any material ... when you have finished cutting out the dress keep it for me, please.
10. – I should like to see that film but I'm not sure if it's still
11. – I hope the children won't catch mumps. There's a lot of it
12. After Simon applied for the job he heard that one of his fellow students was ... it, too.
13. – I'm afraid we're ... coffee, so you'll have to have tea.

Exercise 2. Choose the correct meaning of *be out* from the list for each of the sentences given below: a. have left home or one's place of work, etc; b. be no longer alight; c. be visible; d. be in bloom; e. be announced or published; f. be revealed; g. be no longer fashionable; h. be far from the (sea) shore; i. be inaccurate, wrong; j. be unavailable at the library (because someone else has borrowed it); k. be impossible to be considered, not permissible.

1. His bedroom light is out, so he must have gone to bed.
2. The lilac was out and its scent filled the garden.
3. Professor Norris's book on the post-war novel is out.

4. — I went to see Ruth yesterday but she was out.
5. After years of concealment Henry's secret was out and there was no need to pretend any more.
6. — Let's sit in the garden while the sun's out.
7. — I thought that long skirts were out now.
8. — You are not far out in your calculations.
9. — The book I need so badly for my essay is out.
10. — Borrowing from my parents is out, so I shall have to find the money myself.
11. The tide was out, so the children went to look for shells.

Exercise 3. Read the model sentences with verbs of pattern IAP and then use them in the sentences which follow.

1. Geoffrey spent so much time telling other people how to do their job that he was always behind with his own work.
2. — Oh dear, Mr. Jarvis is on about his dog again. Let's try and change the subject.
3. — You are always down on Bill. Has he done something to annoy you or do you simply dislike him?
4. The shipwrecked sailors were down to their last drop of water when they were rescued.
5. Anyone who thinks that Margaret is a poor helpless creature is in for a surprise.
6. Sally was in on the baby-sitting scheme right from the beginning.
7. The committee is up for reelection next month.
8. — You must realise that we are up against a serious problem.
9. — I'm through with listening to all Jack's excuses.
10. — I've been on at my husband for ages to put up some extra shelves in the kitchen but he always says he's too busy.

1. The local football team is ... serious competition in the championship.
2. — Do you think John is ... the new plan or don't they trust him?
3. By the end of the week Brenda was ... her last penny.
4. — Have you heard that Brian Clark is ... the directorship?
5. — I think he's quite a good writer but the critics are terribly ... him.
6. — I think we're ... a storm. The sky has gone very dark.
7. — Bob said he was ... Rachel but I saw them at the theatre together yesterday.
8. Diana tried to avoid meeting the landlord because she was ... the rent.
9. — My parents are ... me to find a job nearer home but I don't want to leave.
10. — I don't see anything original in that new pop group Dave's always

Exercise 4. Paraphrase the combination *be up to* in the following sentences.

1. — How are you getting on with "Vanity Fair"?
— I'm up to Chapter 6.

2. — The children are very quiet out there in the garden. I wonder what they're up to.
3. — If you want more people to join the club it's up to you as leader to provide interesting activities.
4. — This translation is not up to your usual standard.
5. — I'm afraid Charles isn't up to the job of manager any more. He should retire.

Note: Many combinations with *be* denote states achieved as a result of actions expressed by other combinations. for example: *come in — be in, go out — be out, get up — be up, run out of — be out of.*

BREAK

Exercise 5. Fill in the blanks with a suitable particle from the list (below).

away, down, in, into, off, out, out of, through, up

1. In order to rescue the people trapped in the burning house the firemen had to break the door
2. During the night someone broke ... the museum and stole several valuable exhibits.
3. Mary broke ... a piece of chocolate and gave it to the child.
4. The boys broke ... the fence to pick the neighbours' apples.
5. — Be careful. The ice on the lake is beginning to break
6. As the policemen were taking the hooligan to the police station for questioning he broke ... from them but did not manage to escape.
7. Several prisoners tried to break ... during the night.
8. At last the sun broke ... the clouds.
9. The lion broke ... his cage and started to roam around the zoo.
10. They boarded up the windows of the cottage to stop anyone breaking ... during the winter.

Exercise 6. Replace the italicized words with the appropriate form of *break* and one of the following particles: *in, into, of, off, out, through, with*. (Note that in one case the particle is the same as the preposition in the italicized phrase.)

1. A week later war *began* and their lives were completely changed.
2. Ann did not want to *end her relationship with* Peter but in the circumstances she could see no alternative.
3. "But what will happen to me?" John *interrupted* anxiously.
4. George did his best to *overcome* the girl's reserve but she remained cold and distant.
5. They were so pleased to see the village ahead of them that they *suddenly began to sing*. (Use the noun *song* here.)

6. Roy's mother tried to *make* him *give up* the habit of dropping his clothes on the floor when he went to bed but without success.
7. Brian started to explain what had happened, but *stopped speaking abruptly* when Tony came into the room.
8. – These shoes are rather uncomfortable but I hope I'll be able to *make* them *softer* by wearing them at home.
9. When the man noticed that he was being followed he *started* to run. (Use *run* as a noun with the indefinite article.)
10. The scientists think they have *made an important advance* in their search for a cure for the common cold.

Exercise 7. In the following groups of sentences the same phrasal verb with *break* is used to express various related meanings. Read the sentences, paraphrase or explain the meaning of the phrasal verb in each case, and then try to formulate what the meanings have in common.

A. break down

1. The bus broke down on the way to the airport and the passengers missed the plane.
2. Talks about possible cooperation between the two firms broke down because neither side would compromise.
3. When Dorothy heard the terrible news she broke down and started to cry.
4. Andrew worked so hard that his mother was afraid that his health would break down.

B. break up

1. After a while it started to rain and the crowd broke up.
2. The children will soon break up for the summer holidays.
3. The police broke up the demonstration.
4. Michael and Ann were quite unsuited and by the end of the year their marriage broke up.
5. Judith had to endure a great strain but there was no sign of her breaking up.

C. break into

1. The work will have to wait until Monday. I'm not going to break into the weekend.
2. He didn't want to break into a five-pound note to buy a newspaper.
3. The old lady had to break into the supply of tinned food which she was keeping for the winter, in order to feed the unexpected guests.

Exercise 8. Fill in the blanks with a suitable particle from the list (below).

along, back, before, down, in, out, together, up.

1. — Don't bring the dog Leave him in the garden.
2. They were shown to a room on the fifth floor (of a hotel) and soon afterwards a porter brought ... their luggage.
3. — Would you please bring ... the book I lent you. I need it for my work.
4. The fireman dashed into the burning house and brought the children
5. A rescue party was sent to bring ... the injured climbers from the mountain.
6. — It's such a pity that Tom and Janet have quarrelled. Perhaps we could try to bring them ... again.
7. — Bring Ian ... to the meeting. He might be able to suggest something.
8. The farmer managed to bring ... the harvest before the rain started.
9. Linda's mother died when she was very young and she was brought ... by her grandparents.
10. Peter was brought ... the court for dangerous driving.

Exercise 9. Replace the italicized words by the appropriate form of *bring* and one of the following particles, changing the word order where necessary: *about, back, forward, in, off, on, out, round, up.*

1. How do you intend to *make* these changes *happen*?
2. These old photographs *recall* happy memories *to mind*.
3. A part-time job would not *produce* enough money to support a family.
4. — I shall *raise* that question at the next committee meeting.
5. — If you want the project to succeed you will have to *get the participation of* some more experienced people.
6. Some English people want capital punishment to be *reintroduced*, at least for the most serious cases.
7. Roy fainted from the heat but they soon managed to *make* him *regain consciousness*.
8. Reading in a poor light can *lead to* eye strain and headaches.
9. — If you are going away on July 1st we shall have to *transfer* the meeting *to an earlier date*.
10. It was a risky plan but Stephen felt confident that he could *carry it out successfully*.

Exercise 10. Choose from the list the most appropriate definition of *bring out* for each sentence: a. remove from a cupboard, etc to be used or seen; b.

reveal, show up clearly; c. make clear or explicit; d. call forth, make active; e. introduce onto the market; publish; f. cause to open or flower; g. help to lose shyness or reserve; h. speak, utter.

1. The company is planning to bring out a new and more reliable portable colour television set next year.
2. The photograph brings out his resemblance to his father.
3. The family crisis brought out the best in Philip.
4. When they sat down to tea Helen noticed that her mother had brought out the best china.
5. The warm weather will soon bring the daffodils out.
6. The teacher analysed the poem in detail, bringing out the significance of each word.
7. John opened his mouth to say "It's mine" but couldn't bring the words out.
8. — I want you to sit next to Colin at supper. He's a very shy person and I think you will be able to bring him out if anyone can.

COME

Exercise 11. Fill in the blanks with a particle from the list (below).

across, along, back, down, in, of, off, on, out (of), to

1. While looking through the books Peter came ... an interesting old map of London.
2. Mrs Collins has some money coming ... from the rooms she lets.
3. — Let's go for a walk. The sun has come ...
4. — I don't like the way Pat treats her parents but no good will come ... interfering.
5. — The garden will be much more colourful when the crocuses come ...
6. — Come ..., David. We can't wait all day.
7. — Oh dear. The cover has come ... the book Chris lent me.
8. Bill went out at eight and didn't come ... until after midnight.
9. His first novel came ... last year.
10. The roof leaked for so long that the bedroom ceiling came ...
11. The bill for the repairs came ...£150.
12. The travellers wanted to reach the next village before night came ...
13. — I'm afraid that the coffee stain won't come ...

Exercise 12. Replace the italicized words with the appropriate form of *come* and a particle from the list (below).

about, along, by, into, off, on, out, over, round, up

1. When John's father died he *inherited* a lot of money.
2. – I don't feel very well. I think I've got a cold *starting*.
3. The whole story *was revealed* at the trial.
4. When the patient *regained consciousness* he asked to see his family.
5. – If the question of reorganisation *is raised* at the meeting I shall give my opinion.
6. No one could understand how such a situation had *occurred*.
7. – When will the exam results *be announced*?
8. It seemed a good idea in theory, but in practice it didn't *succeed*.
9. – Would you like to *visit us* for supper tomorrow?
10. David needed a job, and jobs were not easy to *find*.
11. A feeling of helplessness *seized* her.
12. Michael was in a cheerful mood. His new book was *progressing* very well.

Exercise 13. Read the model sentences illustrating the use of IAP verbs and then use these combinations in the sentences which follow.

1. – We *came away* with the uneasy feeling that all was not well with their family.
 2. – What it *comes down to* in the end is that I do all the work and Helen gets the credit for it.
 3. Ken and Philip had a scheme to start a window-cleaning business and asked Philip's brother John if he would like to *come in* on it.
 4. The next day both the children *came out* in spots. They had measles.
 5. After some hesitation Anne *came out* with some surprising details about the sale of the house.
 6. – Don't worry about Brian. He'll *come round* to our point of view in the end.
 7. At the beginning of the investigation the detectives *came up* against some serious obstacles.
 8. The club committee *comes up* for re-election in September.
 9. The book didn't *come up* to my expectations.
 10. After we had been discussing the problem for some time Rosemary *came up* with an interesting suggestion.
-
1. The environmentalists trying to preserve the natural features of the countryside *came ... considerable opposition* from farmers, who wanted to cut down hedges and trees to make bigger fields.
 2. These goods do not *come ... the required standard*.
 3. My colleagues didn't like the idea at first, but when they realised the advantages they *came ... my way of thinking*.
 4. Martin *came ... the impression* that he had wasted his time.
 5. A few hours after the meal Jenny *came ... a rash*. Obviously she had some sort of allergy.
 6. – We're starting a children's play group. Every mother looks after all the children one morning or afternoon a week. Would you like to *come ... it*?

7. – When does the president come ... re-election?
8. – What it comes ... is this. Either you do the job properly or you give it up.
9. – Let's hope that Michael will come ... a solution to the problem by the end of the week.
10. – I was horrified at the language Tom's children came They must have picked it up from some of the other children at school.

COME AND GO

Exercise 14. Fill in the blanks with the appropriate form of *come* or *go* and a particle opposite in meaning to the one in the first combination.

1. The sun comes up in the east and ... in the west.
2. – Oh dear, the sun has gone in.
– Don't worry. It'll soon ... again.
3. – Just as we were having supper the lights went off, but fortunately they soon ... again.
4. Bus fares in some towns have gone up but in others they
5. – The tide is coming in now. If you want to find seaweed you'll have to wait till it
6. – My mother has gone into hospital.
– Oh yes? And how long will it be before she ...?
7. English people go up to bed and ... to breakfast.
8. The maid came onto the stage, cleared the table and then ... again.
9. Jeans came in over twenty years ago and show no signs of
10. Charles went up to Oxford in 1926 and ... three years later with a second-class degree in history.

CUT

Exercise 15. Fill in the blanks with a suitable particle from the list (below).

across, down, off, on, out, up

(In one case two particles are needed.)

1. – What a pity those beautiful trees had to be cut
2. – Let's cut ... the park to save time. It's a pleasanter walk, too.
3. – We were cut ... in the middle of our (telephone) conversation.
4. – That TV programme would be much better if they cut it ... to half an hour.
5. – I think it would be better to cut ... those references to the past before sending the letter. You might upset her.

6. After the quarrel Patricia cut herself ... her family.
7. – I've bought some material for a dress and I'm going to cut it ... tonight.
8. The electricity was cut ... during the thunderstorm.
9. – Cut the meat ... into small pieces.
10. – If you really want to lose weight you'll have to cut ... sugar, sweets, and so on completely.
11. In order to buy a new car they had to cut ... other things, like clothes, and visits to the theatre.
12. – There's an article here about cacti. I'll cut it ... and keep it for Sheila. She's got a lot of them.

GET

Exercise 16. Fill in the blanks with particles from the list (below).

about/around, across, away, back, behind, by, down, in/into, off, on, out/out of, over, round, through, to, together, up

(Here *get* is used intransitively to denote movement, and the particles have their literal meaning.)

- A.1. – I'm going on holiday tomorrow but I'll ring you when I get
2. – Get ... the carpet in your muddy shoes!
3. The bus came at last and they all got
4. – When you get ... the crossroads, turn left.
5. The boys couldn't get ... the fence so they had to go round to the gate.
6. The gap in the fence was so narrow that only the smallest boys could get
7. The thief got ... through the back door, which had been left unlocked.
8. Fortunately all the family managed to get ... the house before the fire spread.
9. When Jim's mother saw him climbing the tree she told him to get
10. The hill was so steep that Sally had to get ... her bicycle and walk.
- B.1. Malcolm did his best to keep up with the others but he was not used to walking long distances and he soon got
2. When the chairman asked if there were any questions, three people got ... at once.
3. On the beach the sand got ... everything, even the sandwiches.
4. They managed to get ... the bridge before it was raised.
5. Elderly people often dislike two-storey houses because they find it difficult to get ... and ... stairs.
6. – Please move your suitcase so that people can get
7. – I haven't seen Dave and Alison and the others for ages. We must get ... some time.

8. – There's still so much to be done before we go on holiday that I doubt whether we shall get ... before Sunday.
9. Now that the town centre has been made a traffic-free area it's much easier to get
10. The road was blocked by a fallen tree but the driver managed to get

Exercise 17. Fill in the blanks with particles from the list (below).

across, back, down, off, on, out/out of, through, to, together, up

(Here *get* is used transitively and the particles have their literal meaning.)

1. – It's turned really cold, hasn't it?
– Yes. I must get my winter coat
2. – I took the back off my alarm clock to try and mend it and now I can't get it ... again.
3. The fugitives got their possessions ... the river by building a raft.
4. – The dictionary is over there, on the top shelf. Will you get it ... for me, please.
5. The taxi-driver promised to get us ... the station by nine-thirty.
6. – Don't lend Paul books. You'll never get them
7. – How are we going to get such a heavy trunk ... all those stairs?
8. Somehow they managed to get the grand piano ... the doorway.
9. The producer of this excellent documentary has got a lot of interesting information
10. – I can't get the top ... my pen. Will you lend me yours?
11. – You don't need to buy the book. You can get it ... the library.
12. Jean couldn't get the stain ..., even with a special new stain-remover someone had recently given her.

Exercise 18. Replace the italicized words with the appropriate form of *get* and one of the particles from the list(below), changing the word order where necessary.

about, across, ahead, along, at, by, down, into, off, on, out/out of, over, round, to, up.

(These combinations are idiomatic.)

- A.1. Roy is *progressing* very well in his new job.
2. Ann lost her temper and told Bill that she could *manage* without his help.
3. – If you want to *make faster progress than others* in your profession you must be prepared to work in the evenings. (Note that there are two possibilities here.)

4. When the girl had *overcome* her initial shyness, she became quite talkative.
 5. Rumours *began to circulate* that Mr Dobson was resigning.
 6. – I don't think you should try to solve the problem by *avoiding* the law.
 7. Lying in bed unable to sleep, Linda *started* thinking how nice it would be to go away for a little holiday.
 8. Geoffrey did not believe the driver's version of what had happened and was determined to *discover* the truth.
 9. Bill's constant complaints are beginning to *depress* me.
 10. – Try to *acquire* the habit of reading something in English every day.
- B.1. When the news of the famous singer's arrival *became known*, a lot of people went to the hotel where he was staying.
2. – Time's *passing*. The bus will soon be here, so bring your luggage out.
 3. Maureen can always *persuade* her father to *agree* if she wants something badly enough.
 4. The third-year students are *arranging* a concert for the New Year.
 5. Jill *managed to avoid* helping to clear up after the party by pretending to be in a great hurry.
 6. – John crashed his car into the back of a lorry and broke his leg.
– Really? Well, he was lucky to *escape* so lightly. He might have been killed.
 7. – What are you *hinting*? If you are suggesting that the exam was not conducted fairly, you're quite mistaken.
 8. Mr Frankely certainly knows his subject well, and he's very good at *communicating* his ideas, too.
 9. – How will you manage if you give up your job?
– Don't worry, I'll *survive* somehow.
 10. – How did you *find yourself in* such a ridiculous situation?

Exercise 19. Choose the correct meaning of *get in* from the list for each sentence: a. enter (a building, room, etc) (IA); also *into* (IP); b. arrive at one's destination (IA); also *into* (IP); c. arrive home (IA); d. be accepted (by an educational institution, etc) (IA); also *into* (IP); e. be admitted (to a performance, etc) (IA); also *into* (IP); f. be elected (IA); also *into* (IP); g. collect, bring indoors (TA); h. obtain the services or advice of (TA); i. buy or bring a supply of (TA); j. push or screw into position (TA).

1. The first train gets in (to London) at 10.30.
2. – If the Royal Shakespeare Company come here on tour, it will be difficult to get in.
3. – We must get a plumber in to mend that dripping tap.

4. — I got in so late last night that I didn't like to ring you.
5. — Susan's coming to stay with me next weekend, so I must get in plenty of fruit and vegetables. She's a vegetarian.
6. — The door was locked so I couldn't get in.
7. — Oh dear, it's starting to rain. Will you get the washing in, please.
8. — Paul wants to go to art college but I don't think he'll get in.
9. — This wood is too hard. I can't get the screws in.
10. — Who do you think will get in at the next election?

Exercise 20. *Get on*, meaning "progress, advance; fare (in a certain situation)" can be followed by the prepositions *in*, *at* or *with*. Choose the right one for the following sentences, consulting the index if necessary.

1. — How are you getting on ... (the) university?
2. — How did you get on ... your English exam?
3. — John is getting on very well ... work.
4. (On the telephone) — Excuse me, but I must get on ... the housework.
5. — How did you get on ... your teaching practice?
6. — I'm getting on quite fast ... the translation.
7. (Teacher in class) — Andrew, stop talking and get on ... your work.
8. — How did Hilary get on ... her interview (for a job)?
9. — Ruth is getting on very well ... her swimming lessons.
10. — I wonder how Stan will get on ... his driving test.
11. — Julia's children are getting on very well ... school.
12. — How are you getting on ... your thesis?

Exercise 21. Paraphrase the meaning of *get through* in the following sentences.

1. — I wonder how such a big dog managed to get through such a small hole.
2. — I can't get the needle through this thick material.
3. (Of a student about to take an exam) — He's not very clever but he works hard, so he should get through.
4. The government wants to get the bill through (Parliament) as quickly as possible.
5. — Janet certainly has a sweet tooth. She got through a pound box of chocolates in one evening.
6. — I was feeling very energetic this morning and got through a lot of work.
7. — I rang you several times yesterday but I couldn't get through.
8. Our team has got through to the final.
9. The Red Cross is trying to get supplies through to the victims of the earthquake.

10. — I know you're still busy but tell me when you get through and we'll go and have a cup of coffee.

Exercise 22. Read the sentences illustrating the use of verbs following pattern IAP and TAP, and then use them in the sentences which follow.

1. — I **get on/along** very well with my colleagues.
 2. — Don't waste your time looking out of the window. **Get on** with the exercises.
 3. — You really must **get down to** some serious work if you want to master the subject.
 4. The students who tried to cheat in the exam were lucky to **get off** with a reprimand.
 5. — I keep meaning to write to Aunt Ethel but I can't **get round** to it. There are always so many other things to do.
 6. — I think we should **get back to** our subject and leave these other questions till later.
 7. Mrs Randall won't tell anybody how old she is but she must be **getting on** for eighty.
 8. — If you keep talking to everybody who comes into the office you'll soon **get behind** with your work.
 9. — I wonder what Brian will **get up to** next. Yesterday he tried to paint the cat white, this morning he made his sheets into a tent.
 10. — If you've got to go to the dentist go today and **get it over** with.
1. The headmaster didn't take much interest in the plans for the school's future, because he was **getting ...** retiring age.
 2. — Don't **get ...** any of your tricks while I'm out!
 3. — Was the man sent to prison?
— No, he got ... a fine.
 4. — How does Philip **get ...** his mother-in-law?
 5. The family got ... the rent and had to borrow £100 from Linda's parents.
 6. — Please excuse me if I leave you now. I must **get ...** my packing. We're going away on holiday tomorrow.
 7. John had been thinking of buying a cottage in the country for a long time, but it was only last year that he got ... looking seriously.
 8. — I know Mr Jenkins is a terrible bore but we shall have to drop in for a few minutes at least.
— All right. Let's go now and **get it ...**
 9. — You'll never finish your thesis unless you drop everything else and **get ...** it.
 10. — Let's **get ...** what we were talking about before we were interrupted.

Exercise 23. Fill in the blanks with the right particles from the list (below).

away, in(to), off, onto, over (to), to, up

(In two sentences two particles are required.)

1. – Whatever Derek says to persuade you, don't give ...
2. – Did you sell the books?
– No, I gave them ...
3. – The translation has to be given ... tomorrow, so I must finish it tonight.
4. – May I give ... a notice before the meeting starts?
5. As her father was ill, the bride was given ... by her uncle.
6. – If you want to go on the excursion you must give your names ... to the secretary by Friday.
7. – Don't give me ..., will you? My mother would be furious if she found out about our plan.
8. The rock gave ... a reddish glow.
9. The back door gave ... a long narrow garden.
10. – This job is too much for me. I shall have to give it ...

Exercise 24. Replace the italicized words with the appropriate form of *give* and a particle (or particles) from the list(below), changing the word order where necessary.

away, back, in, off¹, on, out¹, over (to), up

1. – You can take the magazines to look at now but be sure to *return* them before you go.
2. Carol had almost *abandoned* hope of finding a decent room when she noticed an advertisement in the local newsagent's window.
3. The air hostess *distributed* newspapers and travel brochures to the passengers.
4. He tried to conceal his emotion but his voice *betrayed* him.
5. After an hour of listening to her neighbour's complaints Diana's patience *came to an end* and she made an excuse to go.
6. John *admits defeat* too easily. He could achieve much more if he were more persevering.
7. The electric fire did not *emit* enough heat for such a big room.
8. It had been raining and the woods *released* a smell of damp earth.
9. While Bob was at college he *renounced* his religious beliefs.

¹ The distinction between *give off* and *give out* in the sense of "emit" is very slight. However, *give out* tends to refer to energy (heat, light, etc), whereas *give off* is more often applied to visual effects, smells, etc.

10. It was *announced* that the director had resigned.
11. The hall was *put at the disposal* of the youth club, which previously had nowhere to meet.
12. Dorothy *made a present* of the money she had won to a local charity.

Exercise 25. Choose the correct meaning of *give up* from the list for each sentence: a. admit defeat or one's inability to do sth (IA); b. leave, abandon; resign (from) (TA); c. renounce, no longer hold (TA); d. sell, dispose of (TA); e. surrender, allow to be taken (TA); f. no longer seek to avoid, or protect sb from, danger (TA); g. stop eating, drinking, using or indulging in (TA^{PO}); h. abandon, no longer pursue (one's efforts) (TA^{PO}); i. no longer expect, or hope for, sb's arrival (TA^{PO}); j. have no hope of a person's recovery (TA^{PO}).

1. Catherine gave up her job when she got married.
2. The doctors have given Colin up but his family still believe he will recover.
3. Martin gave up his seat to the elderly lady.
4. — However difficult you find the task at first, don't give up.
5. — I wish Alan would give up smoking.
6. As George grew older he gave up his romantic ideals and became very prosaic.
7. — Oh, there you are! We'd given you up. What have you been doing all this time?
8. After hiding in the woods for a few days the escaped prisoner gave himself up.
9. — I thought you were going to do research.
— I was, but then I gave up the idea.
10. When his wife died Charles gave up the family house and moved into a flat.
11. Marion was so independent that I gave up trying to help her.
12. After a week of fruitless searches the climbers were given up for dead.

GO

Exercise 26. Fill in the blanks with appropriate particles denoting direction from the list (below).

after, away, back, by, down, in, into, out, round, through, to, up

(In these combinations the particles are directional.)

1. Several buses went ... without stopping. They were all full.
2. — Did you see Shakespeare's birthplace when you were in Stratford?
— Yes, but unfortunately we didn't have time to go ...

3. People are sometimes disappointed when they go ... to the place where they spent their childhood.
4. Stephen finished writing the letter and then went ... to post it.
5. — This must be the wrong key. It won't go
6. — While we were in London we went ... the Post Office Tower. There's a restaurant at the top.
7. — You left your umbrella behind yesterday. I went ... you but couldn't catch you.
8. (In a hotel room) — The restaurant is on the ground floor. Let's go ... in the lift.
9. — When we moved into our new house the grand piano wouldn't go ... the sitting-room door.
10. — The main entrance was locked, so we had to go ... to the back.
11. — We aren't going ... for a holiday this year, unfortunately.
12. — Shall we go ... (= enter) this café and have something to eat?

Exercise 27. Replace the italicized words with the appropriate form of *go* and a particle from the list (below).

about, against, ahead, away, by, for, into, off, out, over, round, through, to, up

(These combinations are more idiomatic.)

1. — My alarm clock *rang* at seven o'clock but I turned over and went back to sleep.
2. Many years *passed* before he saw Ruth again.
3. Charles did not want to *oppose* his father's wishes but on the other hand he felt that he should choose his career himself.
4. The expedition was divided into two groups. One of them *advanced more quickly* to establish a camp, while the other proceeded more slowly with the supplies.
5. People can *live in spite of having no* food for a long time if they have water to drink.
6. Suddenly all the lights *were extinguished*. It was a power cut caused by overloading of the circuit.
7. — Those curtains *suit* the wallpaper very well.
8. — Those colours don't *harmonize* at all. The red has too much orange in it.
9. — I *visited* the exhibition from Dresden yesterday.
10. — Would you like to *see the collection of* the museum or have you had enough sightseeing for today?
11. — If Peter brings all his friends to supper I'm afraid there won't be enough food *for everyone*.

12. The ship struck an iceberg and *sank* in a few minutes.
13. — I've rung the Bennetts up several times but there was no reply. They must have *left*.
14. — What school did you *attend*?

B.1. New blocks of flats are *being erected* all over the city.

2. Mr Dent is determined to *proceed* with his plan to reorganize the department, in spite of our objections.
3. — I don't want to *discuss in detail* the reasons for my refusal.
4. When the keeper (in the zoo) tried to calm the elephant, it *attacked* him.
5. — Don't let this unique opportunity *pass*.
6. The young couple wanted to adopt a child but they had no idea how to *arrange* it.
7. Bridget *suffered* hours of anxiety when her daughter didn't come home.
8. — I can only *judge according to* what Jenny told me herself.
9. — I shall have to *check* the report again before I hand it in.
10. Ted *spent* his first month's salary in a week.
11. Everyone assumed that Andrew would *begin to work in* politics like his father, but he had other ideas for the future.
12. — Everyone says the conference was very well-organized.
— Yes, it *succeeded* very well, I thought.

Exercise 28. Choose the correct meaning of *go on* for each sentence from the list: a. depart for the purpose of; b. continue one's journey; c. continue a journey ahead of others, go ahead; d. continue an activity or relationship; e. (of a state of affairs) continue without change; f. continue speaking, after a short pause; g. happen, take place; h. act according to, be guided by; i. be spent on; j. begin to receive, get help from.

1. John's father went on working until he was over 70.
2. — If you don't read newspapers or watch television you'll never know what's going on in the world.
3. — I'm going on a day trip to Cambridge tomorrow.
4. "You should take a holiday," said Philip. When Barbara did not reply he went on, "You certainly deserve one."
5. We decided to go on in spite of the rain, because the others were waiting for us.
6. Many young people in England have to go on the dole as soon as they leave school.
7. "How long have these visits been going on?" asked Mr Barnes.
8. — There are plenty of rumours but no real evidence to go on.
9. — If you're ready, go on, and I'll follow later.
10. — How much of your income goes on food?

Exercise 29. Read the model sentences with combinations following pattern IAP and then use them in the sentences which follow.

1. — I go along with you as far as the principles are concerned, but I disagree with the way you have tried to put them into practice.
2. — You should never go back on your promise to a child.
3. Richard had only been in Africa for a few months when he went down with malaria.
4. For some time Catherine wanted to be a translator but then she changed her mind and decided to go in for teaching.¹
5. — You wouldn't think so to look at him but Mr Cook is going on for² eighty.
6. — I think we had better go on to the next item on the agenda or we shall finish very late.
7. — I'll go on with the work tomorrow. It's too late now.
8. When we collected our luggage at the airport I went off with somebody else's suitcase by mistake. It was just like mine.
9. Britain went over to decimal currency in 1971, so children don't know the old system of pounds, shillings and pence.
10. — You seem very nervous about singing in the concert. Are you sure you want to go through with it?

1. — I think we've said enough about repairs. Let's ... the next question.
2. Mary couldn't help despising Tom for ... his word.
3. Sally started with the piano but later ... the violin.
4. — We'll ... your suggestion, providing you support our proposal for an extension to the library.
5. — There's a lot of flu about. I hope I don't ... it, at least until I've finished my article.
6. As the time approached for the guests to arrive, Betty wished she had never invited them, but she realised that now she had to ... it.
7. The teacher told the students to ... the translation at home.
8. Many of those who take part in the debates of the Oxford Union later ... politics.
9. — It's no wonder Mrs Andrews can't cope with the garden any more. After all, she's ... seventy.
10. — How annoying! That man has ... my newspaper.

Note: there is an exercise on *come* and *go* on p. 120.

KEEP

Exercise 30. Fill in the blanks with the right particle from the list: *at*, *away*

¹ Note that *go in for* has not only the meaning "play, practise (sport, etc), have as a hobby".

² *Get on for* is equally common in this type of sentence, and with reference to time: eg *It's going/getting on for midnight*.

(from), back, down, in, off, on, out/out of, together, up.

1. (In a park) KEEP ... THE GRASS.
2. The police tried to keep the crowd ... but hundreds of people rushed up to the famous singer.
3. (At a meeting) – Keep your hands We haven't finished counting (the votes) yet.
4. – Keep your voice ... I don't want the neighbours to hear everything.
5. – Please keep the dog ... the kitchen. I don't want him trying to get at the food.
6. – You'd better keep your coat It's cold in here.
7. The new teacher kept them ... their pronunciation practice until all their sounds were perfect.
8. The naughty boys were kept ... (after school) as a punishment.
9. Pat's mother had to keep her ... school because of her cough.
10. – Please keep ... while we are going round the park or you may get lost.
11. – This thick coat should keep ... the cold.

Exercise 31. Replace the italicized words with the appropriate form of *keep* and a particle from the list, changing the word order where necessary: *at, back, down, from, off, on, out of, to, up*.

1. A lot of big English country houses have been sold because they are too expensive to *maintain*.
2. The lecturer's anecdotes are rather amusing but I wish he would *not wander from* the subject.
3. The local shopkeeper tries *not to increase* his prices in order not to lose his customers to the supermarket in the centre.
4. They decided *not to tell* John's mother the details of the accident.
5. Although Frank swore that he had told us everything, Marion was sure he *was withholding* something.
6. – Is this the way to the station?
– Yes, *continue walking* until you come to the roundabout and then turn left.
7. Rachel *avoided* the subject of holidays because she knew that Bob and Rita were not going away anywhere.
8. Sheila wants to *continue to practise* her French when she leaves school.
9. – You should *not sit in* the sun today. Your arms and legs are already burnt.
10. – I hope the rain will *not begin* until the match is over.
11. – *Continually remind* Nick until he mends the window.
12. Tom's father warned him to *avoid* trouble while his parents were away.

Exercise 32. In the following groups of sentences the same phrasal verb with *keep* is used to express various related meanings or shades of meaning. Read the sentences, paraphrase or explain the meaning of the phrasal verb in each case, and then discuss what the meanings have in common.

A. keep on

1. (On the telephone) – If you don't get through the first time keep on trying.
2. In spite of the unexpected snowstorm the climbers kept on and eventually reached the summit.
3. – Mrs Mallory is a very kind person but she does keep on, doesn't she?
4. – Will you give up your flat in London when you go to work in Scotland?
– No, I'm keeping it on. I don't know how long I shall be away and in any case I shall go to London sometimes.
5. – Charles' firm is cutting down on staff but they are keeping him on because he is such a good worker.
6. Mervyn keeps his sunglasses on all the time, even indoors.

B. keep off

1. The farmer told the hikers to keep off his land.
2. – I can't keep the wasps off the jam.
3. The doctor has advised me to keep off greasy and highly-seasoned food.
4. – Keep off the subject of cars when you see Brian. He's just failed his driving test.
5. In spite of the dark clouds, the rain kept off all day.

C. keep up

1. – Don't walk so quickly. I can't keep up (with you).
2. During their long wait they kept their spirits up by singing.
3. (Teacher to student) – You have made very good progress this term. Try and keep it up next term.
4. Stan kept up a constant flow of talk to conceal his embarrassment.
5. The Benwells must be very well off if they can afford to keep up two houses.
6. – I wish I had kept up my German. Then I would be able to talk to the visitors from Hannover.
7. – I feel terribly tired. The baby kept us up most of the night. He wouldn't go to sleep.

Exercise 33. Supply the second particle of the combinations following pattern TAP, if necessary consulting the list at the end.

1. Jill told the children to keep away ... the water.
2. Philip couldn't keep up ... his elder brother.
3. — I wish you wouldn't keep on ... the cup I broke. I've already said I'll buy you another one.
4. Sylvia kept on ... her husband to buy a new car.
5. Pat did not like her neighbours much, but she kept in ... them because sometimes she had to ask them to do shopping for her, when she was ill.
6. John was a quick thinker and always managed to keep ahead ... his rivals. He was a very good chess-player.

(*about, at, from, of, with*)

Exercise 34. Choose the right meaning of *keep up with* for each sentence from the list: a. walk, work, play, etc with the same speed, vigour, etc; b. rise, progress at the same rate as; c. maintain the same social and material standards as; d. maintain contact with, through visits, correspondence, etc; e. inform oneself about.

1. Teachers should always try to keep up with the latest developments in their subject.
2. Car production is now keeping up with demand.
3. — I still keep up with some of my schoolfriends.
4. Roy and Margaret don't really need new furniture. They're just trying to keep up with the Joneses.¹
5. Tony works very hard but he still finds it difficult to keep up with the rest of the group.
6. "Young people's fashions change so quickly that I can't keep up with them," complained Rosemary's mother.

PUT

Exercise 35. Fill in the blanks with a suitable particle from the list: *aside, away, back, down, forward, in, on, out, up*.

1. — Put the light ..., please. I can't see to read.
2. — When you've finished with the scissors, put them ... (in their place).
3. — Will you help me to put this picture ...?

¹ *The Joneses* in this expression means one's neighbours, other people. According to the Oxford Dictionary of Current Idiomatic English, it is now common for the name *Jones* to be replaced by that of any persons who are in the public eye on account of their luxurious mode of living or other enviable attributes.

4. Catherine told the children to put their toys
5. — Put that knife ... before you cut yourself.
6. — Please put your cigarette This is a non-smoking compartment.
7. Mrs Pearson used to put a pound ... every week for gas and electricity.
8. — Are you going to put ... your new dress for the party?
9. We put the clocks ... in the spring and ... in the autumn.
10. — My mother wants to have a new bath put
11. — Let's put ... a notice asking for volunteers (to help redecorate the club-room).
12. — We'd better put a clean tablecloth

Exercise 36. Replace the italicized words with the appropriate form of *put* and a particle from the list, changing the word order where necessary: *aside, back, by, down, forward, in, off, out, through, to, up*.

1. — Your article is good, but I think you should *include* some more examples.
2. — I was hoping to finish work on my thesis by the end of this month but my mother's illness has *delayed* me.
3. — We can *provide* you *with a bed* when you come to London. We've got a spare room now.
4. The landlord said that he would have to *increase* the rent to cover the cost of repairs and redecoration.
5. Several interesting proposals were *presented* at the meeting.
6. — I *wrote* Clive's telephone number on a bit of paper and now I can't find it.
7. Janice *delayed* making a decision for so long that the matter was decided for her and she had to accept it.
8. — Are you sure it *won't inconvenience* you if I come a bit earlier?
9. — I didn't mean to *cause* you such expense. (Note that this combination follows pattern TP.)
10. The (telephone) operator *connected* me very quickly.
11. — I think we should *disregard* our differences (of opinion) for the time being and try to find a practical solution.
12. John and Raymond *spent* a lot of effort to make the conference a success.

Exercise 37. In the following groups of sentences the same phrasal verb with *put* is used to express various related shades of meaning. Read the sentences, paraphrase or explain the meaning of the phrasal verb in each case, and then discuss what these meanings have in common.

put on

1. The builders put another £10 on the bill for repairing the garden wall.

2. Julia has put on five kilos in one month! She will have to go on a diet.
3. Many extra trains have been put on to cope with the holiday rush.
4. The students put on a concert every year.
5. Mary put on a cheerful manner but nobody was deceived by it.
6. — Put the kettle on and we'll have a cup of tea.

put off

1. — Don't put off buying the tickets till the last minute.
2. — It's no use trying to put me off with all this talk about feeling too tired to discuss the matter. I want to know what you've decided.
3. Ann is really very kind but her cool manner sometimes puts people off.
4. Graham sat down and started to answer the letter but the noise in the street outside put him off.
5. Elizabeth's teaching practice was so unsuccessful that it put her off teaching as a career.
6. — Ask the bus conductor to put you off at Sandon Road.

Exercise 38. Read the model sentences illustrating the use of phrasal verbs which function according to pattern IAP or TAP, and then use them in the sentences which follow, adding a pronoun object where necessary.

1. The secretary **put Anne down** as a student (on the form), although she had in fact just graduated.
 2. Some English parents **put their child's name down** for a public school as soon as he is born.
 3. — Would you like to go to the concert?
— Yes, **put me down** for two tickets, please.
 4. — I **put Sheila's abrupt manner down** to tiredness.
 5. The art teacher decided to **put Mary in** for the (interschool) painting competition.
 6. Malcolm found the new manager so difficult to get on with that he **put in** for a transfer to another department.
 7. The speaker **put his point over** to the audience very convincingly.
 8. — The director was out, so the telephonist **put me through** to the secretary.
 9. — I'm surprised at John doing a thing like that.
— It wasn't his own idea. That friend of his **put him up** to it.
 10. The holiday-makers refused to **put up** with such bad conditions and left the camp site.
1. — My mother complains from morning till night.
— I don't know how you ...
 2. — I'm collecting money for a new tape-recorder for our club. Will you contribute?
— Yes, you can ... £1.
 3. (On the telephone) — Will you please ... the export department.
 4. Only relatives are allowed to visit men doing their military service, so I'll ... you ... Peter's brother.

5. — Ruth's pronunciation is very good. I think we should ... the French reading competition.
6. — It's a good idea, but do you think you will be able to ... the planning committee?
7. Edward's father ... Eton, as he had been there himself and approved of public school education.
8. When the twins were born the family ... a bigger flat.
9. The organizers of the meeting ... the poor attendance ... the weather and the lack of convenient public transport.
10. — I wonder who ... Paul ... such a silly trick.

RUN

Exercise 39. Fill in the blanks with suitable particles from the list (below).

after, along, away,¹ back, down,² into, off,¹ on, out/out of,³ over,² through, up.

1. When the burglar heard someone approaching, he ran ...
2. The taxi-driver had no time to brake and ran ... the back of the bus.
3. — Let's run ... the main points of the plan again.
4. — Be a good boy and run ... Daddy's busy now. I'll play with you later.
5. When Ann's parents refused to let her get married till she was eighteen she and Patrick decided to run ... together.
6. — Mrs Howard has left her umbrella behind. Quick, run ... her.
7. Her father's voice ran ..., but Dorothy hardly listened. She had heard it all before.
8. The old lady stepped into the road without looking to right or left and was run ... by a car.
9. When the curtain went up, a murmur of admiration ran ... the audience. The scenery was beautiful.
10. — We've run ... tea. Will you go and ask Mrs Parker next door to lend us some.
11. — Time's running Something must be done quickly to save the park from being built on.
12. Charles started to live beyond his means and soon ran ... debt.

¹ For the distinction between *away* and *off* (in their literal sense) see p. 80-81.

² There is very little difference between *run down* (in a car, etc) meaning "knock down", and *run over*. However, *run down* is less common than *knock down* and *run over* and may imply a deliberate action.

³ Note the relationship between *run out* (IA) and *run out of* (IP) in the sense of "come to an end" and "have no more of": eg a. *The milk has run out.* b. *We've run out of milk.*

Exercise 40. Replace the italicized words by the appropriate form of *run* and a particle from the list (below), changing the word order where necessary.

down, into, out, out of, through, to, up

1. – It's an old machine and the motor has *lost its power*.
2. – If you *encounter* difficulty, get in touch with me and I'll do my best to help you.
3. (At a rehearsal) – Let's *perform* the farewell scene again.
4. When his contract with the film company *came to an end*, Bill tried writing for television.
5. Elizabeth couldn't afford to buy a new dress for the party so she *made one quickly* herself from some material she had bought in a sale.
6. William (*quickly*) *spent* all the money he had inherited from his father in less than a year.
7. – I *met* an old schoolfriend of mine *by chance* in town today.
8. Mr and Mrs Cox had to live on their pension and their budget wouldn't *cover* luxuries.
9. Mr Bryant was very dissatisfied with his son and made a habit of *criticizing* him to everybody.
10. When an hour had passed and the work was still not finished John's patience *was exhausted*.

SET

Exercise 41. Fill in the blanks with appropriate particles from the list (below).

against, apart, aside, back, down, off,¹ on, out,¹ up

1. They set ... a flagpole outside the building.
2. Mark's exceptional gifts set him ... from other people.
3. We set ... on our tour early in the morning.
4. The accident at the building site has set ... work on the new theatre and now it will probably not be finished until the beginning of next year.
5. The dark green velvet dress set ... Moira's auburn hair to perfection.
6. Their house is set ... some distance from the road, so the traffic doesn't disturb them too much.
7. The controversy was so bitter that it set father ... son and friend ... friend.
8. The passengers asked to be set ... near the shopping centre.
9. The old man wanted no visitors and set his dog ... anyone who came near the house.
10. Nick set ... half an hour a day for reading French.

¹ Note that *set off* and *set out* are synonymous in the sense of "begin a journey".

Exercise 42. Replace the italicized words with the appropriate form of *set* and a particle from the list(below).

about, aside, back, in, off, out, to, up

Note that various particles are used with *set* to denote the beginning of something. The choice of particle depends on *what* begins.

1. The explosion was *started* (caused) by a cigarette end thrown on the floor.
2. At the beginning of February the temperature rose and a thaw *started*.
3. As soon as the visitors had gone Nancy *started energetically* clearing up.
4. Frank tried to be objective, to *disregard* his prejudices, but it was difficult.
5. A research institute was *founded* to study the new phenomena.
6. The staff *stated* their objections to the plan in a typed report which was circulated to all those concerned.
7. David *arranged* the chessmen on the board.
8. After a short rest the climbers *left* for the summit.
9. Mother brought in the pie and everyone *started to eat hungrily*.
10. Michael eventually saved enough money to *establish* himself in business. (Be careful about word order here.)

STAND

Exercise 43. Fill in the blanks with an appropriate particle from the list: *about/around, aside, back, between, by, for, out, over, together, up*.

1. A lot of people were crowding round the injured man and the doctor told them to stand ...
2. Michael stood ... to allow the elderly lady to get on the bus first.
3. — How could you stand ... while the child was being ill-treated?
4. — Don't just stand ... doing nothing. Help me with the luggage.
5. — Jim won't do the job properly unless you stand ... him.
6. (A woman entering a room where men are sitting) — Please don't stand ...
7. In spite of their different points of view, the family stood ... during the trouble.
8. Janet was confident; only one obstacle now stood ... her and success.
9. — What do the letters DIY stand ...? — Do it yourself.
10. Jane is so tall that she always stands ... in a crowd.

Exercise 44. Replace the italicized words by the appropriate form of *stand* and a particle from the list (below), changing the word order if necessary.

back, by, down, for, in, out

(In one case the particle required is the same as the preposition in the italicized phrase.)

1. – Don't worry. Your friends will *support* you.
2. Benjamin Britten *is particularly remarkable* among modern English composers.
3. – When Andrew realised that his nomination would mean competing with his closest friend, he decided to *withdraw*.
4. John's father was going to *be a candidate for* Parliament at the next election.
5. – I keep telling Bill I don't want to be on the committee but he is so insistent that I don't think I shall be able to *resist* much longer.
6. – You may not see the house at first because it *is situated at some distance* from the road.
7. Two fire engines were sent at once and another *was waiting to go if needed*.
8. – I will not *tolerate* such unpunctuality.
9. (Teacher in class) – Your teacher is ill so I'm *taking his place*.
10. – I *remain true to* every word of the statement I made yesterday.

Exercise 45. The following pairs of particles are used with *stand* to form combinations of the TAP type: *apart from, back from, in for, out against, out for, out from, up for, up to* (in several senses). Replace the italicized words with the appropriate form of *stand* and one of these pairs, paying attention to word order.

1. The castle *could be seen clearly because of* the pale blue sky *in the background*.
2. – You should *move further away* from the picture in order to appreciate it properly. You are too close.
3. The typewriter won't *withstand* such rough treatment.
4. – I'm afraid I shan't be able to go to the meeting. Would you mind *acting as a substitute for* me?
5. One student *was far superior to* all the others in his year.
6. Catherine always *defended* her brother when their parents accused him of being lazy.
7. – Don't be afraid of Mr Barker. If you *resist* him *boldly* you'll find he isn't as fierce as he seems at first sight.
8. Peter was a very shy child and at school he always *kept aloof from* the other children.
9. The council have offered the family a two-room flat but they are *continuing to demand* a bigger one.
10. – Your theory will not *bear* close examination.

Exercise 46. Fill in the blanks with the right particle(s) from the list (below).

after, away (from), back (to), down, for, in, off, on, out (of), up

(In some cases two particles are needed).

1. Helen looks quite different when she takes her glasses ...
2. — They say the baby takes ... his father but I can't see any resemblance myself.
3. — I shall have to take a day ... when they come to install the telephone.
4. — Don't take the scissors ... I haven't finished with them yet.
5. — I hear that Irene has taken ... painting in her spare time.
6. — Old Mrs Harper is always taking ... stray cats. She must have at least five in her house.
7. — When does our plane take ...?
8. This coffee-grinder doesn't work properly. I shall have to take it ... to the shop where I bought it.
9. Mrs Charlton, who was thirty-five, was rather flattered to be taken ... a student.
10. — I wish you'd take ... those old posters and put some new ones up instead.
11. Gerald took Catherine ... several times during the vacation, once to a dance and twice to the theatre.
12. Sarah took fifty pounds ... the bank for the trip to London.
13. The child was taken ... his parents because they were neglecting him.
14. The dentist took ... one tooth and filled two others.
15. This old photograph takes me ... my childhood.

Exercise 47. Replace the italicized words with the appropriate form of *take* and a particle from the list, changing the word order where necessary: *back, down, in, on, over, to, up*.

1. — We want to exchange the grand piano for an upright. It *occupies* too much room.
2. Roger *acquired the habit of* dropping in for a chat on his way home from work.
3. (Teacher to student) — You must *spend* more time *on* your preparation if you want to make real progress.
4. The manager's words *acquired* a new significance in the light of recent developments.
5. — Being secretary of the club involves an awful lot of work. I wish I'd never *undertaken* it.

6. – Don't be *deceived* by her naive manner. She knows what's happening perfectly well.
7. Father called the shopkeeper a swindler but later he *withdrew* the remark.
8. – When does the new director *assume control*?
9. The policeman *wrote* all the details in his notebook.
10. The department is not *employing* any more staff this year.
11. – This skirt is too big at the waist. I shall have to *make it narrower*.
12. – The workman had to *raise (and remove)* the floorboards to find the leaking pipe.

Exercise 48. Read the model sentences and then use the phrasal verbs in bold type in the sentences which follow. (In some cases the object to be included is given in brackets.)

1. Pamela was so shocked by the news that she couldn't **take it in** at first.
 2. – The young man was pleasant enough but I didn't **take** to him for some reason.
 3. – The ten-thirty train has been **taken** off, so we shall have to travel earlier.
 4. Stan enjoyed working for the firm until it was **taken** over by a big multi-national company.
 5. The pilot (of the plane) refused to **take** on any extra passengers.
 6. – There's a nice restaurant just round the corner. And you can **take** meals away, too.
 7. When the tourists arrived, a guide was waiting to **take** them round the old town.
 8. – Bob has a real gift for mimicry. He can **take** off any public figure you like to mention.
 9. The new minister will **take** up his duties from March 15th.
 10. As the cover of the book was torn, the bookseller **took** fifty pence off (the price).
1. – They have ... the local bus owing to lack of demand, which makes life very difficult for people without cars.
 2. – Would you like me to ... (you) the castle or are you too tired?
 3. There are rumours that the newspaper is going to be ... by a big Australian publishing group.
 4. – They ... (ten pounds) the price of the television set because it was an old model.
 5. – Mr Gregory is leaving us soon in order to ... a post as chief librarian in Leeds.
 6. Alison went on reading for a while and then stopped, as she wasn't ... (anything).
 7. The ship docked at Antwerp to unload cargo and ... supplies for the rest of the voyage.
 8. – Have you heard Maureen ... the headmistress? It's really funny. It sounds just like her.
 9. (To a customer at the counter of a café) – Are you going to eat it here or ... (it)?
 10. – I ... Jenny immediately. She was so warm-hearted and spontaneous.

Exercise 49. Fill in the blanks with the right particles from the list(below).

away, back, down, off,¹ on, out,¹ over, round, up

1. — Will you turn the radio ..., please. I want to listen to the news.
2. — Please turn the radio ... if you're not listening to it. I can't concentrate on my work.
3. — Will you please turn your television It's so loud I can hear every word.
4. (Mother to a child) — Paul, turn the light ... and go to sleep. You shouldn't be reading in bed.
5. — The potatoes still aren't boiling. Turn the gas
6. — The potatoes are boiling too fast. Turn the gas
7. As soon as his mother left the room Richard just turned ... and went back to sleep.
8. The road was blocked by snowdrifts so we had to turn
9. — Does this bus go straight along Hagley Road?
— No, it turns ... at the library.
10. There was a cold wind outside and Nick turned his coat collar
11. — I wonder what I have done to offend Janet. When I saw her today she turned ... and started talking to somebody else.
12. William turned ... to see who was following him.

Exercise 50. Replace the italicized words by the appropriate form of *turn* and a particle from the list, changing the word order where necessary:
against, away, down, in, into, on, out, to, up.

1. — Don't worry. I'm sure the book will *be found*.
2. Linda's parents did not understand why she had *refused (to marry)* Andrew.
3. Some employers complained that universities were not *producing* the sort of engineers really needed in industry nowadays.
4. — When Rita is in trouble she always *goes to* her sister *for help*.
5. He remembered Alison as a rather plain girl but she had *become* a very attractive young woman.
6. No one could understand why Douglas had *become hostile to* his parents.
7. — It's nearly midnight, time we *went to bed*.
8. The hotel had to *refuse to take* several people because they had no rooms free.

¹ For the difference in usage between *turn off* and *turn out* with lights, electrical equipment, etc see p. 81.

9. – When I mentioned the accident Derek *attacked* me (*verbally*) and accused me of holding him responsible.
10. – If we want people to *gather in large numbers* we shall have to advertise the festival widely.

Exercise 51. In the following groups of sentences the same phrasal verb with *turn* is used to express various meanings or shades of meaning. Read the sentences, paraphrase or explain the meaning of the phrasal verb in each case, and then discuss what these meanings have in common.

A. turn out

1. Have you turned all the lights out?
2. The family had not paid the rent for several months, so the landlord turned them out.
3. John's father told him to turn his pockets out.
4. The factory turns out thousands of cars a week.
5. A large crowd turned out to watch the parade.
6. The man sitting next to me turned out to be a doctor.
7. The cake turned out very well.

B. turn up

1. That hat will look much more attractive if you turn the brim up.
2. Turn the radio up, please. I like that song.
3. – I wonder what's happened to David. He didn't turn up for work this morning.
4. – I can't find Mary's letter. I've looked everywhere.
– It'll turn up eventually, I expect, when you're no longer looking for it.
5. John didn't make any serious effort to find a job but just sat around waiting for something to turn up.

PHRASAL VERBS IN TOPICS

EDUCATION

Exercise 52. Replace the italicized words with a phrasal verb from the list, in the appropriate form, changing the word order where necessary: *apply to*, *drop out (of)*, *get in (to)*, *get on (at)*, *hold back*, *keep up (with)*, *pick on*, *play up*, *scrape through*, *send down (from)*, *send to*, *sit for*, *stay on (at)*, *take in*, *tell off*, *turn out*.

1. Only about 5% of British parents *arrange for* their children *to attend* private schools.
2. Margaret's parents wanted her *to remain* at school until she was eighteen but she insisted on leaving.

3. Roy *asked to be admitted* to several Oxford colleges but he *was not accepted* by any of them.
4. How many students will *be taking* the exam in June?
5. — How did Peter get on in his exams?
— Oh, he just *managed to pass* (with the minimum mark).
6. The students responsible for the damage were *expelled*.
7. Martin found the university course disappointing and *left (of his own accord)* after the first year.
8. David was a slow thinker and found it difficult to *work at the same rate as* the rest of the group.
9. The lectures were well prepared but contained too much information and the students could not *absorb* it all.
10. There are two students in the group who ask so many irrelevant questions that they are *preventing* the others *from making progress*.
11. Catherine *maintained her knowledge of* French after she left college by reading and going to French films.
12. The technological universities and polytechnics *produce* highly-qualified engineers.
13. — Barbara is *making very good progress* at university. (Change *good* to *well* here.)
14. Valerie complained that the German teacher always *chose her (unfairly) for criticism or some unpopular task*.
15. The teacher *reprimanded* the students for being late.
16. If a class senses that the teacher cannot control them, they start to *misbehave*.

Exercise 53. (Classroom vocabulary) Fill in the blanks with particles from the list below.

across, around, away, back, behind, down,¹ in, off, on, out,¹ over,² round, through,² to, up, with.

(Note that some sentences require two particles.)

1. — It's time to stop now. Give your work ..., please.
2. — When you come ... an unfamiliar word look it ... in a dictionary and then write it ... in your vocabulary books.
3. — Now let's go ... the exercise you did at home.
4. — Here are some more copies of the translation passage. Will you please give them ..., Pat.

¹ For the distinction between *down* and *out* with *write, copy*, etc. see p. 74. 86.

² For the distinction between *go over* and *go through* in a figurative sense, see p. 90

5. (After giving back written work) — Please do your corrections at home.
You should write ... misspelt words three times.
 6. — Emma, please try to set your (written) work ... better. The date should be written neatly in the top right-hand corner, the heading should be in the middle, and there should be a straight margin. And rule your work ... at the end, with a ruler.
 7. — That word is wrong. Cross it
 8. — Rub the examples ... the (black)board.
 9. — You left ... the definite article in this sentence.
 10. — You've got everything mixed
 11. — Is that clear or shall I go ... it again?
 12. — Now I want to clear ... some difficulties you had about the use of tenses.
- B.1. — If you've got a question don't shout Put your hand
 2. — John, why were you ... last week? Were you ill?
 3. — Rosemary, please sit ... straight.
 4. — Why have you stopped writing, Michael? Has your pen run ... (of ink)?
 5. Oh dear. There aren't enough copies (of the text) to go
 6. — I know you couldn't help missing those classes, Nick, but you must copy ... the notes (from somebody).
 7. If you miss any more classes, Susan, you'll get your work and it will be difficult for you to catch the others.
 8. — Alan, stop fooling ... and get your work.
 9. — Before I read you the story I'll put the proper names ... on the board.
 10. — Please pass the picture ... so that everybody can see it.
 11. — Don't interrupt her while she's answering, David. You'll put her
 12. — Don't put your books The lesson isn't over yet.

Exercise 54. (Classroom vocabulary — *continued*). Fill in the blanks with appropriate verbs from the list (below).

get, give, go, read, speak, stand, stay, turn, write

1. — You should ... your books out before the lesson begins.
2. — I can't hear you, Maureen. Please ... up.
3. — You must ... over these rules again at home. (You don't know them properly.)
4. — Now ... down the questions for homework.
5. — Andrew, ... on reading, please.
6. — Jim, please ... behind after the lesson and explain why you aren't prepared.
7. — If you want to take part in the concert, ... your names in by Friday.

8. — Alison, please come to the front and ... out your story.
9. — You needn't ... up to answer.
10. — If you can't remember the meaning of a word ... to the vocabulary list at the end.

Exercise 55. (In the language laboratory) Fill in the blanks with one of the following verbs (in the appropriate form): *go, play, plug, put, rub, run, switch, turn, wind*.

1. — This tape-recorder isn't working.
— Is it ... in?
— Yes.
— And have you ... it on?
— Yes.
— Well, there must really be something wrong with it, then.
2. — ... the tape on to the next dialogue.
3. — When you've finished listening, don't forget to ... the tape back (to the beginning).
4. — ... the volume up, please. I can't hear properly.
5. — Now ... your headphones on and listen to the story.
6. — When you've finished recording your answers, ... them back.
7. — If your answers are correct, ... on to the next exercise.
8. — Be careful not to ... the recording off. I need it for the next group.
9. — That's the wrong side of the cassette. ... it over.
10. — Don't forget to ... your tape-recorders off before you go.

THEATRE

Exercise 56. Replace the italicized words with one of the following phrasal verbs, in the appropriate form: *build up (to), come down, come on, get across/over (to), get in/into, go up, pack out, put on, sell out/out of, sit through, take off, write up*.

1. The National Theatre are *presenting (staging)* a new version of "Heartbreak House" by Bernard Shaw.
2. There was nothing very original about the new musical and audiences were so small that it was *removed (from the repertoire)* after a month.
3. — We didn't manage to *get tickets for* the theatre at Stratford, as all performances were *fully booked*.
4. — I should like to go to the Bolshoi Theatre very much when I'm in Moscow, but I don't suppose I shall *be able to buy a ticket*.
5. The Kirov Opera House was *absolutely full* for the first night of "The Queen of Spades".
6. A few minutes later the curtain *rose*.
7. The curtain *fell* on the rejoicing crowd.

8. At last the famous actress *appeared on the stage*.
9. The cast *communicated* the hopelessness of the unemployed very well.
10. Tension *gradually mounts* to a climax during the second act.
11. The play was so boring that I hardly managed to *stay in my seat till the end*. (A pronoun object is needed here.)
12. On leaving the theatre, the critic went straight home to *write a review* of the production while it was still fresh in his mind.

SPORT

Exercise 57. Replace the italicized words with one of the following phrasal verbs, in the appropriate form: *come in*, *drop out (of)*, *get through to*, *go in for*, *keep ahead (of)*, *knock out (of)*, *lag behind*, *run away with*, *send off*, *set up*, *stand in for*.

1. — Why don't you *take part in* the skating competition? You might even win.
2. The Soviet athlete *established* a new world record in the high jump.
3. The British driver's car developed engine trouble and he had to *leave* the race.
4. This is the first time that an Englishman *has reached* the semi-final of an international chess championship.
5. Murray was expected to win the race but to everyone's surprise he only *finished* third.
6. Manchester United were *eliminated from* the championship by Birmingham City in the second round.
7. Wheeler was *ordered to leave* (the field) for persistent fouling.
8. Benson got his first big chance when he was asked to *play* instead of the injured centre-forward in the match against Arsenal.
9. In spite of stiff competition the British runner managed to *stay in front* of his rivals till the very end.
10. The Czech player *easily won* the first match in the Wimbledon tennis tournament.

Exercise 58. Fill in the blanks with one (or two) of the following particles: *ahead*, *away*, *back*, *behind*, *for*, *in*, *off*, *out*, *up*.

1. Ann's swimming instructor advised her to enter ... the county championship.
2. Coe led the race most of the way but then fell ... and came ... second.
3. After a few mistakes in the first half Spartak went ... and won the match 3 — 1.
4. (Of a football match) — What time is the kick-...?
5. It was a run-... victory for the Brazilian team — four nil.

6. As Smith and Johnson have an equal number of points, they will have to play ... some time next week.
7. The heats of the 500 metres will be run ... tomorrow.
8. The F.A. (Football Association) Cup is a knock-... competition.
9. The stadium was packed ... for this important match.
10. When the visiting team scored a goal in the first five minutes, the home side took ... the challenge and soon managed to equalize.
11. Martin ran so well that they decided to put him ... the hundred metres.

CUSTOMS, TRADITIONS, HOLIDAYS

Exercise 59. Fill in the blanks with one (or two) of the following particles: *away, back, down, forward, in, into, off, out, to, up*.

1. The English like to keep ... old traditions.
2. This tradition has been handed ... from generation to generation.
3. The celebration of Mother's Day (in England) goes/dates ... the Middle Ages.
4. The custom of hanging ... stockings on Christmas Eve is gradually dying ..., probably because children no longer wear stockings.
5. Most English children look ... Bonfire Night, when they light a bonfire in the garden and let ... fireworks.
6. At an English wedding the bride is usually given ... by her father.
7. At the end of the wedding reception the bride and groom go and change ... the clothes they are to go ... in (for their honeymoon).
8. In the Soviet Union most people like to see the New Year ... with their family.
9. — We have two days ... for the anniversary of the Great October Socialist Revolution.
10. In the evening many people flock ... the streets of Leningrad to see the firework display.

WRITING AND PUBLISHING

Exercise 60. Fill in the blanks with one of the following particles: *in, on, out, through, up*.

1. — Let me have the manuscript as it is. The additional examples can be typed ... later.
2. — I'm afraid you'll have to type the article ... again. There are too many corrections in this copy.

3. — I've read the paper ... and made some comments in the margin.
4. — You could write ... your observations about teaching foreign languages as an article.
5. In his book the writer draws ... his experience as a professional translator.
6. — I am trying to work ... a new approach to the subject.
7. — I think the writer of this book dwells too much ... the disadvantages of the language laboratory for children.
8. The publishers are planning to bring ... a paperback edition of this textbook soon.
9. The new dictionary got a very good write- ... in the educational journals.
10. The author set ... to prove that the personality of the teacher is as important as his professional qualifications.
11. The editor pointed ... several inaccuracies.

Exercise 61. Replace the italicized words with one of the following phrasal verbs, in the appropriate form:

bring forward, come out, cut down, cut out, deal with, go over/through, lay out, leave out, put in, turn down

(Note that in one case a nominalised form is required.)

1. The first chapter *has* the general principles *as its subject*.
2. The writer *has omitted* several important points.
3. — I think we can *remove* the last paragraph. It only repeats what was said earlier.
4. It would be useful to *include* some exercises on the use of these idioms.
5. — I'm afraid the article is too long for publication in its present form. You will have to *make it shorter*.
6. The *arrangement* (of the material) of a textbook is almost as important as the content; it can either help or hinder the learning process.
7. The first edition of this dictionary *was published* in 1980.
8. — I shall have to *reread (and check)* the manuscript again to make sure that all the typing errors have been corrected.
9. In view of the urgency of the problem *treated* in the book, its date of publication should be *changed to an earlier one*.
10. William Golding's first novel *was rejected* by several publishers.

VISITING

Exercise 62. Choose the most suitable combination from the list to replace the italicized phrases with *visit* in the sentences below, taking the situation

into account: *come/go over/round (to)*,¹ *drop in, look up*.

1. — Paul's sister has *arrived for a visit* from America, so he's spending most of his free time with her.
2. — Do *visit us (for a moment)* if you happen to be passing by. We shall always be glad to see you any time.
3. — We *visited* Margaret yesterday, to see her slides of Italy. (The name must be put in the possessive case here.)
4. (At the end of a holiday) — Here's our address. Do *visit* us if you are ever in Bristol.
5. — Would you like to *visit me* for lunch on Saturday?

Exercise 63. Fill in the blanks with one of the following particles:

along, back, in, off, out, round, together, up

1. — I should like to come to the party but you see I've got a friend staying with me this weekend.
— Well, bring him — or her — ... if you like.
2. — Hallo, Sheila. I haven't seen you for ages! Nor Richard and Pat and the others. Let's get ... some time and have a good talk.
3. — Who was that? (= who rang at the front door)
— Mrs Randall from next door.
— Why didn't you ask her ...
— I did, but she said she was too busy.
4. — Helen, will you hand the sandwiches ... while I pour the tea ...
5. — Steve, would you like to finish ... the salad?
6. Jim's gone to see Marion ... She had to leave early.
7. Angela showed the guests ... sitting-room.
8. — Won't you stay a bit longer?
— No, really. I must be ...
9. It's very late. If you'd like to stay the night we can put you ... on the sofa.
10. — We've been ... to John and Carol's several times lately.
— We really must invite them ... soon.
11. — There will be at least twelve people at our party, that's too many for a sit-... meal. We'd better have a buffet supper.
12. — I'll lay all the food ... on the sideboard and everyone can help themselves.

¹ For the distinction between *over* and *round* here see p.66.

TRAVELLING

Exercise 64. Fill in the blanks with one of the following particles.

down, in, into, off, over, on, up

1. Graham got ... the car and drove ... in the direction of the airport.
2. – Let's wait for a bit. It's difficult to get ... a bus in the rush hour.
3. – You can take the number seven bus from here.
– And where do I have to get ...? What's the stop called?
4. A few minutes later a taxi drew ... outside the house.
5. The plane could not take ... because of the fog.
6. – Our train leaves at 11.30.
– And what time does it get ... (to London)?
7. – Why are you so late?
– We had a break ... on the motorway near Leeds.
8. So few people used the local train service that they took it
9. The car slowed ... as the road became narrower.
10. As the roads to the villages were blocked by snow, supplies were flown ... by helicopter.
11. The plane landed at Copenhagen to take ... more passengers.
12. – I should like to stop ... at York on our way to Scotland, and see the cathedral.
13. – I'm afraid all the flights to Paris are booked
14. – What time have we got to check ... (at the airport)?
15. The traffic was held ... for over an hour because of the accident.

TELEPHONE

Exercise 65. Fill in the blanks with one of the following particles.

back, off, on, out (of), through, up

1. – I do wish Janet wouldn't ring ... so early in the morning.
2. – Stephen has started talking like an American since his trip to the States. He doesn't *ring* up, he *calls* ..., he doesn't *ring off*, he *hangs*
3. Charles rang (up) from London but we were cut ... before he could tell me where he was staying. I suppose he ran ... of coins.
4. (On the telephone) – Hello, Maureen. I wanted to discuss the arrangements for the concert.
– Oh, yes? Well, I'm rather busy at the moment. Could I ring you ... in about half an hour?
– Yes, of course.

5. — Hello, Barry. This is Richard. Are you doing anything on Saturday evening?
— I don't think so, but I'd better check. Just hold ... while I get my diary.
6. — Hello. Could I speak to Mr Davis, please?
— I'm afraid he's out at the moment.
— I see. Well, could you pass ... a message, please?
7. — I can't hear you very well. Could you speak ...?
8. — Will you put me ... to the manager, please?
9. — I can't get ... to the airport. The line's engaged all the time.
10. — Sarah rang up and accused me of interfering in her affairs and then rang ... before I had a chance to explain.

WEATHER

Exercise 66. Replace the italicized words with one of the phrasal verbs from the list(below), in the appropriate form:

bank up, blow up, break through, change/turn into, clear up, cloud over, come on, come out, cool down, draw in, frost over, go in, keep/hold off, keep up, pour down, set in.

1. Just as we reached the lake, the sun *appeared* and we had a lovely view. Unfortunately it soon *disappeared* again.
2. Winter has *started* early this year.
3. We couldn't see through the train window because it was *covered with frost*.
4. One of the sailors warned us that a gale was *developing*.
5. — I do hope that the rain will *not begin* until the parade is over.
6. — What terrible weather for the flower show!
— Never mind. Perhaps it'll *become fine* by the afternoon.
7. The rain started as a fine drizzle but it was *falling heavily* by the time they reached the camp.
8. It was October and the nights were *becoming shorter*.
9. The snow was *piled high* along the roadside.
10. — Thank goodness it's *become cooler*! I can't stand such hot weather.
11. Night *falls* very quickly in the south.
12. After a while the rain stopped and the sun *penetrated* the clouds.
13. As they travelled further north the rain *became* sleet, then snow.
14. It was sunny when we set out on our walk but later the sky *became covered with clouds* and the rain *fell* in buckets.
15. — I hope the fine weather *continues* till the weekend.

CLOTHES

Exercise 67. Fill in the blanks with one of the following verbs in the required form:

button, change, do, fasten, grow, hand, hang, have, keep, put, sew, stitch, take, try, wear.

(In two cases there is more than one possibility.)

1. – There's no need to ... your mac on. It's not raining.
2. – Your boots are filthy! ... them off at once.
3. – Didn't your feet get wet in the woods?
– No, I ... rubber boots on.
4. – The central heating has broken down, so you'd better ... your coat on.
5. – When I get home I like to ... out of my working clothes into something more comfortable.
6. – It's no use taking these shoes to the menders. They're completely ... out.
7. – Andrew has really shot up (= grown tall) during the holidays.
He's already ... out of the jacket I bought him in the spring.
8. Most of Jill's clothes had been ... down from her elder sister and she longed to wear something new.
9. – No wonder your clothes are always creased. You throw them onto the bed instead of ... them up in the wardrobe.
10. – If you buy things without ... them on you often find that they don't fit properly.
11. – Nick, you do look untidy. ... your jacket up and straighten your tie.
12. – Oh dear, there's a button off my blouse and I haven't got time to ... it on.

BIBLIOGRAPHY

1. Dictionaries

- Barnhart Dictionary of New English 1963-1972, by Clarence L. Barnhart, Sol Steinmetz and Robert K. Barnhart. London & New York. 1973
- Chambers Twentieth Century Dictionary, New Edition, Edinburgh and London, 1972
- Concise Oxford Dictionary. 5th edition, London, 1974
- Dictionary of English Phrasal Verbs and Their Idioms. by Tom McArthur and Beryl Atkins. London 1974
- English-Russian Dictionary of Verbal Collocations, ed. Prof. E.M. Mednikova, Moscow, 1986
- Longman Dictionary of Contemporary English. Harlow, Essex, England, 1978
- Longman Dictionary of Phrasal Verbs. by Rosemary Courtney, Harlow, Essex, England, 1983
- Oxford Dictionary of Current Idiomatic English. Vol. 1: Verbs with Prepositions and Particles, by A.P. Cowie and R. Mackin. Oxford. 1984
- Shorter Oxford English Dictionary. 3rd edition. London, 1970

2. Other Books

- Allen, W. *Stannard*. Living English Structure. — London, 1965.
- Arnold, I.V. *The English Word*. — Moscow, 1973.
- Baker, Ann. *English to Get On With (Practice in Phrasal and Prepositional Verbs)*. — London, 1981.
- Berlizon, S. *English Verbal Collocations*. — Moscow, 1964.
- Bolinger, Dwight. *The Phrasal Verb in English*. — Cambridge, Mass., 1971.
- Close R.A. *A Reference Grammar for Students of English*. — Longman, 1975; Moscow, 1979.
- Ginzburg R.S., Khidekel S.S., Knyazeva G.Y., Sankin A.A. *A Course in Modern English Lexicology*. — Moscow, 1966. *Readings in Modern English Lexicology*. — Leningrad, 1975.
- Graver, B.D. *Advanced English Practice*. — London, 1973.
- Heaton, J.B. *Prepositions and Adverbial Particles*. — London.
- Heaton, J.B. *Using Prepositions and Particles: Workbook 1. 2. 3.* — London, 1965.
- Hill, L.A. *Prepositions and Adverbial Particles*. — Oxford University Press.
- Ilyish, B. *The Structure of Modern English*. — Leningrad, 1965.
- Kashcheyeva M.A., Potapova I.A., Tyurina N.S. *Practical Lexicology*. — Leningrad, 1974.
- Mortimer, Colin. *Phrasal Verbs in Conversation*. — London, 1976.
- Murphy, M.J. *Understanding Phrasal Verbs*. — Amersham, Bucks, 1983.
- Palmer, F.R. *A Linguistic Study of the English Verb*. — London, 1965.
- Quirk Randolph, Greenbaum Sidney, Leech Geoffrey, Svartvik Jan. *A Grammar of Contemporary English*. — London, 1972.
- Quirk Randolph et al. *A University Grammar of English*. — Longman, 1973; Moscow, 1982.
- Seidl Jennifer, McMordie W. *English Idioms and How to Use Them*. — Oxford, 1978.

INDEX

Note

The index includes references to all combinations which are printed in the book, including those in the exercises. In the case of exercises involving a choice between different verbs (Choose the best verb – Chap. 2) only the most suitable combination is referred to in the index. These are marked with an asterisk (*).

List of Symbols and Abbreviations

IA – Intransitive verb with Adverbial particle

TAP – Intransitive verb with Adverbial and Prepositional particle

IP – Intransitive verb with Prepositional particle

TA – Transitive verb with Adverbial particle (the particle can either precede or follow the object)

TApo – the particle always precedes the object:

TAop – the particle always follows the object

TAP – Transitive verb with Adverbial and Prepositional particle

TP – Transitive verb with Prepositional particle

adj – adjective

AmE – American English

attrib – attributive

cont – continuous (tense/tenses)

eg – for example

etc – et cetera

esp – especially

f – formal (style)

imper – imperative

inf – informal (style)

infin – infinitive

n – noun

neg – negative

nom – There is a noun formed from (or linked with) this combination. The noun form is given only if it does not belong to the biggest group (particle first, verb second – see p. 56)

part – (past) participle

pass – Passive formation is possible

sb – somebody

sl – slang

sth – something

usu – usually

add up (IA, TA pass) find the sum (of), reckon up; combine **44, 49, 56, 92**

answer back (IA, TAop pass) speak or interrupt in a rude manner when being scolded; defend oneself, speak up for oneself (perhaps impudently) **71**

apply to/for (IP pass) make an official request (to sb, an institution) (for sth), usu in writing **50, 143**

ask in/into (TAop, TP) invite to enter **77**

ask out (to/for) (TAop pass, TAP pass) invite to go out (usu for a treat of some kind); **invite out** **48, 85**

back down (IA nom) withdraw (claims, demands, accusations, etc) **104**

back up (TA nom pass) give moral, physical support to **101, 111**

bank up (IA, TA pass) form into a heap or ridge (of earth, snow, etc) **152**

barge in/into (IA, IP) *inf* enter or interrupt, rudely or clumsily **98**

be about (IA) be present here and there (and likely to endanger health, safety, etc)

With *there is/are* **66**

be about/around (IA) 1. be present in a place (though the speaker is not sure exactly where) Usu with *somewhere* **66**; 2. be available, on sale, in circulation. With *there is/are* **66**

be after (IP) pursue, try to catch or obtain **35**

be away (from) (IA, TAP) be absent, have left home, gone to another town, etc **147, 52, 68-69**

be back (IA) return, have returned **52, 72**

be behind (with) (IA, IP, IAP) be late (later than), be in arrears (with) **114**

- be down (IA) have risen (from one's bed) and come downstairs 74
- be down (from) (IA, IAP) have left university (esp. Oxbridge) or be on vacation 74
- be down on (IAP) be critical of; be prejudiced against 114
- be down to (IAP) have nothing left except 114
- be in (IA) 1. be at home, at one's place of work 77; 2. be fashionable 77-78; 3. (of food) be in season 77; 4. (of the sea) have reached the highest point on the shore 77
- be in for (IAP) be likely to experience (eg a shock, bad weather) 38, 114
- be in on (IAP) have a share in, participate in; be informed of 114
- be off (IA) 1. leave at once, hurry away 81; 2. be cancelled, not be going to take place 81; 3. not be available (in a restaurant, etc) though on the menu 81; 4. be bad, sour, unfit to eat, spoilt 81
- be on (IA) 1. be on the gas, etc 83; 2. be being shown, performed 83
- be on about (IAP) talk endlessly about (usu in a boring or unreasonable way) 102, 114
- be on at (IAP) try to persuade by constant nagging 114
- be out (IA) 1. have left home, or one's place of work (for a short time) 85, 113-114; 2. be no longer alight, be extinguished 113; 3. (of the sun, moon, stars) be visible 113-114; 4. be in bloom, flower 87, 113; 5. be on sale, be published, announced 87, 113; 6. be disclosed or revealed, leak out 113-114; 7. be no longer fashionable 85, 113-114; 8. (of the sea) be far from the shore 113-114; 9. be wrong, inaccurate, only with modifier, eg *a long way/not far out* 113-114; 10. be impossible to be considered, not be permissible or tolerable 113-114
- be out/out of (IA, IP) be unavailable at a library 113-114
- be over (IA) 1. be ended, finished 89, 45; 2. remain, be left 88-89
- be through with (IAP) be tired of, dissatisfied with (and therefore determined to abandon) 114
- be with (TP) follow, understand what sb is saying 102
- be up (IA) 1. have risen, got out of bed 93; 2. be (studying) at university, esp Oxbridge, not on vacation 93
- be up against (IAP) be opposed by, be confronted by (difficulty, etc) 114
- be up for (IAP) be a candidate, applicant for (a post, etc) 114
- be up to (IAP) 1. have reached 114; 2. *inf* be doing, be engaged in (with the implication that the activity is mischievous or undesirable) 115; 3. *inf* be of a certain (acceptable) standard 115; 4. *inf* (not) be capable of doing, (not) be equal to a task, often *neg* 115; 5. *inf* be sb's responsibility, rest with 115
- be up (with) (IA, IAP) *inf* be wrong (with), be the matter (with) 102
- bear out (TA pass) support, confirm 22
- bear with (IP) be patient with (sb, sb's behaviour) 32
- blast off (IA) (of a rocket-propelled spacecraft) be launched 103
- blow about/(a)round (IA, TAop pass) move, carry, be carried from place to place with the wind, etc 66
- blot out (TA pass) obscure, make invisible by creating a barrier 86
- blow down (IA, TA pass) be knocked, knock to the ground 44, 75
- blow off (IA, TA pass) (cause to) be removed, with or as with the force of wind 43
- blow over (IA) be carried away by wind, etc; *inf* cease to excite feeling, no longer be thought important (eg scandal, trouble) 17, 89
- blow up 1. (IA) arise, work towards a crisis or crescendo (eg storm) 152; 2. (IA, TA pass) (cause to) explode or smash to pieces 44
- blurt out (TA pass) exclaim suddenly (often nervously); reveal sth suddenly 86
- board up (TA pass) cover (door, window, etc) with boards 55
- bog down (TAop pass) (cause to) stick (in mud, etc); (cause to) be heavily involved with sth; meet difficulties 103
- boil away (IA) disappear (evaporate) when boiled 69, 96*
- boil down to (IAP) *inf* (may) be reduced, summarized, or stated in outline as 103
- boil over (IA) (of liquid in a pan) overflow the sides of the pan (when the liquid boils)

botch up (TA pass nom) *inf* spoil through inattention, carelessness, etc. *mess up* 98, 102

box up (TA pass) pack in boxes 91

break away (from) (IA, LAP) leave or escape suddenly (from): become separate (from) 63

break down 1. (IA nom) stop (because of some mechanical or electrical failure) 9, 56, 57, 58, 116; 2. (IA nom) cease, fail; collapse 104, 110, 111, 116; 3. (IA) give way completely to one's feelings, lose control 116; 4. (IA nom) collapse, so that the person needs rest, medical treatment, etc 116

break in/into (IA nom, IP pass) force one's way (into) 46, 55, 79*

break into 1. (IP pass) take time from (eg the weekend); 2. (IP pass) use a high-value coin or note to buy sth costing less: (IP pass) open and consume (sth held in reserve for emergency) 116

break off 1. (IA, TA pass) become separated, separate, from a larger object (by breaking) 53; 2. (TA pass) end abruptly 104, 110

break out (IA nom *outbreak*) start suddenly and/or violently (eg fire, war) 57, 58, 104, 111

break out/out of (IA nom, IP pass) free oneself (from), usu by breaking barriers 58

break through (IA nom) make a discovery of a new and important kind 60, 104, 112

break up 1. (IA) (of individuals in a group) disperse, go their separate ways 104; 2. (IA) (of schoolchildren) disperse for a holiday, begin a holiday 104; 3. (TA pass) disperse, scatter (often by force) 104, 110, 116; 4. (IA nom) dissolve, come to an end (eg marriage, partnership) 62, 116; 5. (IA) disintegrate (physically or mentally), shatter 92, 116

brim over (with) (IA, LAP) overflow (with): have an abundance (of) 88

bring along (to) (TA pass, TAP pass) conduct (sb) from one place to another, often a short way 25

bring back 1. (TA pass) cause to return: restore borrowed property 54; 2. (TApo pass) reintroduce, restore 26, 72

bring down (TA pass) 1. reduce, cause to fall (prices, etc) 104, 109; 2. (TA pass) cause the defeat or fall of (eg government) 104, 110

bring forward (TA pass) transfer to an earlier date 149

bring in (TA pass) introduce (laws, etc) 104, 109

bring in/into (TA pass, TP pass) cause to enter, carry into a place 9, 25, 46, 56

bring out (TA pass) 1. remove from a cupboard etc to be used or seen 48; 2. cause to open or flower 117; 3. reveal, show up clearly: make (meaning, etc) clear 117; 4. call forth, make (some quality, etc) active 117; 5. introduce onto the market: publish 22, 117; 6. help to lose shyness or reserve 117; 7. speak, utter 117

bring round (TApo pass) 1. conduct, lead (sb) to a place 27; 2. cause to regain consciousness 27

bring up 1. (TA pass nom *upbringing*) raise, rear, educate 9, 57, 61, 98; 2. (TA pass) raise, call attention to (a matter) 22

brush aside (TA pass) push to one side: disregard, treat as of little importance 23

brush off (TA pass nom) remove by brushing 80

brush up (TApo pass) *inf* revise or practise a skill in order to be proficient in it once again 26, 49

build up (to) (IA nom, TApo pass, TAP) increase, intensify, accumulate (gradually and steadily); reach a climax 60, 104, 109, 111

bump into (TP) knock against by chance 34

burn down (IA, TA pass) destroy, be destroyed, to the foundations, by fire 44

butter up (TA pass) *inf* praise or flatter insincerely (with a view to obtaining favours, etc) 103

button up (TA pass) fasten with buttons 91, 95

buzz off (IA) *sl* leave, go away 81, 98

call back (IA) visit again; telephone again 71

- call in (TA pass) ask to attend, to give professional advice 77
- call in (at) (IA, IAP) pay a short visit; go into a shop etc briefly 47
- call off (TA pass) stop or give the order to stop; cancel, abandon 55, 105, 109, 112
- call on (IP) visit (usu for business or official reasons) 32, 105, 109, 112
- call on/upon (IP pass) request; urge, appeal to (sb to act in some way)
- call out (TA pass) order or authorize (workers) to go on strike 105, 111
- call up 1. (TA pass) communicate with by phone, ring up, mainly AmE 8, 9, 10; 2. (TA pass nom) summon for military service 55
- calm down (IA, TA pass) become or make calm or quiet, recover one's temper 15,
- 44
- care for (IP) be pleased or attracted by; like to have or own 35
- carry on 1. (IA) continue as before 16, 84; 2. (TApo pass) conduct, hold (eg a conversation, business) 26, 27
- carry out (TApo) fulfil, put into practice (instructions, etc); conduct (experiment, etc) 26, 27
- catch on (IA) *inf* understand, see the significance of sth 102
- catch on (with) (IA, IAP) become popular or fashionable (with sb) 17
- catch out (TAop pass) show that sb is ignorant or doing sth wrong, and, often, do this in a mean-minded way 27
- cater for (TP pass) serve the public by providing a service (eg refreshments, etc); aim to satisfy the needs of a particular group 32-33
- change into (IA, TA pass) become, turn into 152
- change out of (TP) take off (a garment/garments) to put on another/others 50
- change over (from) (to) (IA nom, IAP) adopt sth new or different, change one's activity or profession 47, 56
- check out/out of (IA, IP) go through the necessary formalities on leaving a hotel, etc (paying one's bill, etc) 62, 64
- check up (on) (IA, TApo pass nom, IAP) test the truth or soundness of sth; investigate the behaviour, background, etc of sb; do a (routine) medical examination 93, 95
- cheer up (IA, TA pass) (cause to) become happier, more cheerful 15, 44
- chop down (TA pass) cut and cause to fall, cut down 55
- chop up (TA pass) cut into (small) pieces 92
- clamp down (on) (IA nom, IAP) *inf crack down (on)* 105
- clean out (TA pass nom) clean, usu by carrying or brushing dirt away 86
- clear away (IA, TA pass) remove objects in order to leave a clear space 44
- clear off (IA, IP) *inf* run away, leave quickly 81, 98, 102
- clear out (TA pass nom) remove rubbish from 56, 86
- clear up 1. (IA, TA pass) remove things, disorder; make a place tidy 49, 92; 2. (TA pass) remove doubt about, find the solution to 23, 95; 3. (IA) (of the weather) become fine 16, 152
- climb in/into (IA, IP) enter by climbing 77
- clip on/onto (TA pass nom, TP pass) fasten with a clip 64
- clock in/out (IA) record the time of one's arrival or departure (usu at work) 51, 52
- close down (IA, TA pass) come to an end; stop production, etc *shut down* 44, 61, 105, 110
- cloud over (IA) (of the sky) become covered with clouds 89, 152
- club together (IA) make contributions of money so that the total sum can be used for a specific purpose 16
- clutter up (TA pass) occupy space, giving a room, etc an untidy appearance 91
- come across (IP) find, meet (usu by accident) 5, 12, 14
- come around/round (to) (IA, IAP) come to, visit, sb or a place (usu within the same town etc) 66
- come away with (IAP) leave a place, the company of others, with (a certain impression, feeling, etc) 119
- come back 1. (IA) return 52, 150; 2. (IA nom) return to the stage, public life, after an absence 62

- come by** (IP) obtain, usu as a result of effort: receive by accident 9, 50
- come down** (IA) 1. fall: be reduced 52, 98; 2. come downstairs (from one's bedroom) 74, 95
- come-down** (*n*) loss of prestige, social position 60
- come down** (from) (IA, IAP) leave a university, esp Oxbridge 74
- come down** to (IAP) mean in essence, (can) be reduced to 119
- come in** (IA) 1. be received as income 61; 2. become fashionable 18, 79*, 120; 3. become available (in shops); come into season 18, 78; 4. gain power, take office 18, 105; 5. (sport) finish a race (in a certain position) 18; 6. (of the sea) move towards the land 18, 102; 7. (broadcasting, journalism) be received, reach the office, studio 18, 105
- come in** /into (IA, IP) enter, arrive (home) 5, 15, 18, 52-53, 98, 100
- come in** for (IAP) attract, be the object of 38, 105
- come in** on (IAP) join, have a share in 119
- come into** (IP) inherit 32
- come off** (IA) become detached 80, 82*
- come on** (IA) 1. start 152; 2. (of lights, etc) start to function 52; 3. (of actors, sportsmen, etc) appear on, walk onto, the stage, field, etc 83, 120, 146
- come out** (IA) 1. (of the sun, moon, stars) appear, become visible 86, 152; 2. appear in the shops: be published 87; 3. flower, blossom 87; 4. (in industry) stop work, start to strike 87, 105
- come out** /out of (IA, IP) leave, emerge from 98
- come out** against (IAP) show that one is opposed to sth, speak against it 105, 110
- come out** in (IAP) become (partially) covered in (eg spots) 119
- come out** with (IAP) *inf* say sth surprising (perhaps after some hesitation) 119
- come over** (IA) visit sb (usu making a long journey) 89, 150
- come round** (to) (IA, IAP) agree (after disagreeing), change one's attitude (so that it matches sb else's) 119
- come up** (IA) (of the sun) rise, become visible 102
- come up** against (IAP) be faced with, be opposed by 38, 105, 111, 119
- come up** for (IAP) be a candidate (for election, etc) 119
- come up** to (IAP) reach a certain (acceptable) standard 119
- come up** with (IAP) produce, find (eg a solution) 105, 112, 119
- conk out** (IA) *sl* break down 98
- cool down** (IA, TA pass) become or make cool or calm 44, 152
- cool off** (IA, TA pass) become or make less warm, excited or interested 59
- coop up** (in) (TA pass, TAP pass) keep or confine in a (small) limited space 94*
- cope with** (TP pass) overcome some difficulty; deal effectively with 33, 49, 53
- copy down** (TA pass) write down sth which is spoken or displayed 74
- copy up** (TA pass) copy notes, etc which one has not made at the proper time (eg from another student) 93
- cordon off** (TA pass) place a barrier across or round a place to prevent or check movement in or out 80
- count down** (TA pass nom) count in reverse towards zero (as in launching a rocket, etc) 61, 103
- count out** (TA pass) *inf* not include: discount as unimportant 102
- cover up** (TA pass) hide from view; protect with clothing, etc 50
- crack down** (on) (IA nom, IAP pass) *inf* use one's authority (against); suppress, attack 105, 111
- crack up** (TA pass) *inf* praise highly (often too highly) 103
- crate up** (TA pass) pack in crates 91
- cross off** (TA pass, TP) remove sth from a list etc by putting a line (or more rarely a cross) through it 55
- cross out** (TA pass) delete, remove sth by putting a line (or more rarely a cross) through it, usu because it is wrong 25, 86
- cry off** (IA) withdraw from some previous arrangement or agreement 17
- cry out** (IA nom *outcry*) exclaim, usu involuntarily, shout out 86

- curtain off (TA pass) separate with a curtain 80
- cut back 1. (TA pass) cut branches off (a tree, etc) to make it smaller 56; 2. (TA pass nom) reduce (production, etc) 105
- cut down (TA pass) *f* kill 99
- cut down (on) (IA, IAP, TA pass) consume less (of) 38, 54
- cut down (to) (TA pass, TAP) reduce the length/amount of 50, 149
- cut off (from) (TAop pass, TAP pass) separate, prevent from having contact (with) 80, 101
- cut out/out of (TA pass nom, TP pass) 1. remove by cutting (from) 59; 2. take, by cutting from a piece of material, the shapes necessary for making a garment etc 153; 3. remove, delete; not include 149
- cut up (TA pass) cut or chop into pieces 50, 92
- dawn on/upon (TP) occur to (sb), become clear to (sb) 33, 50, 54
- deal with 1. (TP pass) handle, tackle (so as to settle, solve, etc) 34, 49, 55, 98; 2. (IP pass) have as its subject, be concerned with 98, 149
- decide against (IP pass) decide not to (have) 35
- deck out (in) (TAop pass, TAP pass) put on (clothes) as for a special occasion 98
- die away (IA) become fainter or weaker until inaudible/invisible 69
- die down (IA) become weaker, less intense (though without necessarily disappearing) 54
- die for (IP) *inf* badly need or want. Cont. tenses only 33
- die out (IA) become extinct; disappear, no longer be practised 16, 86, 87*
- dine out (IA) have dinner outside the home 9
- dispense with (IP pass) (manage to) exist, function without; do without 55
- dispose of (IP) get rid of, destroy 32
- dive in/into (IA, IP) plunge headfirst into water 46
- do away with (IAP pass) *inf* abolish, *get rid of* 54, 55
- do up (TA pass) *inf* renovate, modernize (by making repairs, installing modern amenities); redecorate 102
- do with (IP) *inf* need, want. Only with *can/could* 33, 102
- do without (IA, IP) exist, manage, function without 35
- doll up (TAop) *inf* dress smartly, as for a special occasion (sometimes with the suggestion that the dressing-up is extreme or vulgar) 98
- drag on (IA) continue endlessly and tediously 16, 112
- drawback (*n*) disadvantage 58
- draw in (IA) (of the hours of daylight as summer changes to autumn) become shorter 152
- draw out/out of (TA pass, TP pass) withdraw (from a bank, etc) 9, 47
- draw up (TA pass) prepare, draft, compose 49, 106, 109
- dress up (IA, TA pass) put on formal clothes, as for a party, ceremony, etc (esp of children) put on clothes normally worn by another person, or at another period 44, 98, 153
- drink down/off (TA pass) drink until nothing remains (often in one draught) 92
- drink up (IA, TA pass) drink until nothing remains (often in one draught), finish one's drink 92
- drive down (IP, TP) travel towards the south or the provinces; take sb somewhere by car 74
- drive-in (*n*) into which one drives and where one is served, entertained, etc while sitting in one's car. *Usu attrib* 63
- drop in (on/at) (IA, IAP pass) *inf* call on casually, pay a casual visit to 79*, 150
- drop out/out of (IA nom) withdraw (from), leave, abandon; leave university/college before the end of one's course 143
- dwell on/upon (IP pass) think, speak, write, often at tedious length, about 35, 50
- eat up (IA, TA) eat heartily; finish the food served 92

enter upon (IA pass) *f* begin (eg career, term of office) 99
 face about (IA) turn round. In command *About face!* (AmE) 67
 face up to (IAP pass) accept honestly and courageously 38, 40
 fall behind (IA, IP) move back behind others: be overtaken by them 46
 fall down (IA) 1. collapse, fall to the ground 52, 76, 88; 2. collapse, be shown to be false or inadequate 10
 fall for (IP) *inf* 1. be attracted to, fall in love with 33; 2. be deceived by 102
 fall in/into (IA, IP) drop accidentally into sth 45
 fall off (IA nom *falling-off*) become smaller or fewer: decrease 106, 109, 111
 fall out/out of (IA, IP) fall from an enclosed space at a higher level to a lower level 45
 fallout (*n*) radioactive dust 59
 fall out (with/about/over) (IA, IAP) *inf* get on bad terms (with); quarrel (with/about) 102
 fall over (IA) fall forward and to the ground (usu after slipping or tripping) 88
 fall through (IA) *inf* fail, not be realised 17
 feed up (TAop) bring a person to his proper weight by giving him nourishing food 92
 fed up (of/with) part. *inf* tired (of) 102
 feel (about/around) (for) (IA, IAP) try to find with the fingers 67*
 feel for (IP) feel sympathy for 35
 feel up to (IAP) *inf* feel able to (do), feel capable of (undertaking) 40
 fence off (TA pass) enclose, separate with a fence 80
 fill in/up (TA pass) complete (a form, etc) in writing (by supplying the information required), *fill out* (AmE) 22, 25, 49, 55
 fill up (IA, TA pass) become/make completely full 24, 44, 93
 find out (IA, TApO pass) learn by asking or investigating 26, 44, 49
 finish off (TA pass) end quickly 49
 finish with (IP) finish using, consulting, etc, no longer need 35, 49
 fit in/into (TA pass, TP pass) find space or time for 55
 fit up (with) (TA pass, TAP pass) give as equipment to sb, equip with 48
 fix down (TA pass) secure to prevent from rising 76
 flare up (IA nom) suddenly begin to burn more brightly or fiercely; burst into a sudden rage; reach a more violent state 106, 110
 flashback (*n*) (cinema) shot(s) depicting an earlier period than the one in which the action takes place 59, 62
 flick through (IP pass nom) scan a book, etc, turning the pages with a quick movement of the fingers/thumb 31, 102
 float about/ (a)round (IA, IP) be carried from place to place on the surface of water, etc 67
 fly away (IA) leave by flying, fly off 9, 80
 fly in/into (TA pass, TP pass) send, deliver by air 77
 fly off (IA) fly away 80
 flyover (*n*) bridge carrying one (main) road over another 59
 fold up (TA pass) make a neat package of sth by turning parts of it back on themselves 24, 56
 force on/upon (TP pass) force to accept 36, 53
 foul up (TA pass) *inf* spoil, mess up 98
 frighten into (TP pass) cause sb to do sth by means of threats, etc 36
 fritter away (TA pass) waste money, time, etc by spending it on a number of separate and unimportant things 69
 frost over (IA) become covered with frost 152
 fuss over (IP) unsettle, irritate sb by giving him too much attention 35
 gain on (IP) draw closer to sth or sb pursued; move further ahead of 35
 garner up (TA) *f* harvest and store 99

gather round (IA, IP) assemble round (to look, listen, etc) 66

gen up (about/on) (TA, TP, TAP) *inf* learn or teach about, obtain or give sb the essential facts (about) 102

get about/(a)round (IA) move from place to place, often with the implication of overcoming difficulty to do so 65, 67

get across (to) (IA, IAP, TAop, TAP) communicate, make clear (to), get over (to) 13, 14, 146

get along/on (with) (IA, IAP) have a harmonious relationship (with); live or work (well) (with) 125

get around/round (IP) manage to avoid an obstacle or difficulty 66

get around/round to (IAP pass) find the necessary time for: reach the point of tackling sth after settling other matters that must take priority (sometimes implying procrastination) 39, 66-67, 96*, 125

get at 1. (IP pass) reach, gain access to: learn, discover 32; 2. (IP) suggest, in an indirect way. Nearly always in a clause introduced by *what* 34

get away (from) (IA nom, IAP) manage to leave the place one is in: escape (from) 53

get away with (IAP) *inf* go unpunished (even if caught); not suffer for 39

get away/off (with) (IA, IAP) receive a relatively light punishment or injury 125

get back 1. (IA) return to one's starting point 72; 2. (TA) recover possession of 23

get back to (IAP) resume, return to (eg work, a question) 39, 125

get behind (with) (IA, IAP) not progress at the necessary rate; not manage to make necessary (regular) payments 48

get by (on/with) (IA, IAP) be successful in life or in a situation: survive, manage to live more or less normally 17

get down (TAop) *inf* depress, demoralize 27, 28

get down to (IAP) tackle, start working (seriously) on 39, 125

get in 1. (IA) arrive home 123, 124; 2. (TA) buy or bring a supply of 124; 3. (TA pass) collect, harvest; bring indoors 123, 124; 4. (TA pass) obtain the services or advice of; call in 123

get in with (IAP) *inf* (try to) form a relationship with, often with the implication that one has an ulterior motive for doing so 103

get in/into 1. (IA, IP) enter (a room, building, etc) in spite of difficulty; enter a car, bus, etc, without implication of difficulty 77, 79, 123; 2. (IA, IP) arrive, reach one's destination 123; 3. (IA, IP) be accepted (by an educational institution, etc) 123, 124; 4. (IA, IP) be admitted (to a performance, etc) 123, 146; 5. (IA, IP) (cause to) be elected 123, 124; 6. (TA, TP) manage to push or screw into position 124

get off 1. (IA, IP) dismount, alight (from) 45, 80; 2. (IP) move from; not sit, stand, walk etc on 80; 3. (TA pass, TP pass) (manage to) remove (from) 46, 80, 82*

get off (with) (IA, IAP) escape serious punishment or injury, *get away (with)* 125

get on (TAop) (manage to) put in position: get dressed in (sometimes with difficulty), put on 82, 84

get on (at/in/with) (IA, IAP) continue to do: make progress, sometimes in spite of interruptions, distractions (at a place, institution, etc. in an activity, with a task) 40, 124

get on for (IAP) approach, draw near to, a stated age or time 40, 125

get on to (IAP) move from one activity, or phase, to another 40

get on with (IAP) have a harmonious relationship with, *get along with* 124

get on/onto (IA, IP) mount, climb onto 45, 50, 52, 83

get out/out of (TA, TP) take (sth) from a place where it is kept: borrow (a book from a library) 85

get out of (IP pass) avoid, not do what one ought to do 34

get over (IP pass) recover (from), become calm, healthy again (after) 31, 33, 101

get over (with) (TAP) *inf* do sth necessary but unpleasant (finally, once and for all) 89, 90*, 125

get round (IP) avoid an obstacle or difficulty 66

get through 1. (IA, IP) manage to pass through 124; 2. (TAop, TP) make, cause to

pass through 124; 3. (TP pass) manage to do. read. write. etc 49, 124; 4. (IA, 1Aop pass) be successful (in). pass 124; 5. (IA, IP, TAop, TP) (of a bill) (cause to) be approved by Parliament and so become law 124; 6. (IP) consume. drink. eat. spend 124

get through (to) 1. (IA, IAP) make contact by telephone or radio (with) 124; 2. (IA, IAP, TAop, TAP) reach. or bring to. its/one's destination. after overcoming difficulties 124

get through to 1. (IAP) make sb understand the meaning of what one is saying; communicate with sb 40; 2. (IAP) (sport) reach. get as far as (the final. etc) 124

get through (with) (IA, IAP) finish 125

get up (IA) rise to one's feet. stand up 91

get up to (IAP) be occupied with. busy with (usu with the implication that the activity is undesirable. foolish or surprising) 125

give away (TA pass nom give. free of charge; sell at a very low price 59, 69, 95*

give in (to) 1. (TA pass, TAP) give to a person who is authorized to receive it. hand in (to) 20, 24, 78, 79; 2. (IA, IAP pass) allow one's objections to be overcome (by); yield (to) 47, 101

give off (TApo pass) emit. release (into the air) 26, 126

give out 1. (TA pass) distribute. hand out 25, 87*, 101; 2. (TApo) emit. send out (light, etc) 126

give up 1. (IA) admit defeat or one's ability to do sth 127; 2. (TA) leave. abandon; resign from (a job. etc) 127; 3. (TA pass) renounce. no longer hold (beliefs, etc) 127; 4. (TA pass) dispose of. sell; sacrifice 127; 5. (TA pass) surrender. allow to be taken 127; 6. (TA pass) no longer seek to avoid. or protect sb from. being captured 127; 7. (TApo) stop eating. drinking. using. cut out 5, 9, 13, 14, 26, 127; 8. (TApo) abandon (one's efforts, etc). no longer pursue 26, 27, 127; 9. (TAop pass) no longer expect or hope for the arrival of 27, 28; 10. (TAop) no longer hope for a person's recovery 27, 127

glance over (IP) scan. look quickly through 89

glance round (IA, IP) look quickly round 67*

glance through (IP or TA) scan. look quickly through 31, 53

go about (IP) approach. tackle. start. Esp. with -ing form or it 35

go ahead (with) (IA, IAP nom) proceed. do what one wants to do 15, 59, 106, 110, 111

go along (IA) proceed with some activity. incl travelling 101

go along with (IAP) share. accept sb's opinion; act in agreement with 130

go (a)round (to) (IA, IAP) visit 67*, 95*, 150

go away (IA) leave (a place or sb's presence 52, 69, 70*, 95*; a bride and bridegroom) leave the wedding reception and go on one's honeymoon

go back (IA) 1. return 150; 2. (of clocks and watches) be set to an earlier time, in order to allow for changing hours of daylight 72

go back on (IAP) fail to fulfil (a promise. etc) 39, 130

go back (to) (IA, IAP) have its origin in. date from/back to 72

go down (IA) 1. descend. fall. drop 98; 2. travel to the provinces. to/towards the south 74; 3. leave university. at the end of term or finally 74

go down with (IAP) become ill with. Usu. of illnesses which strike quickly 39, 41, 130

go for (IP) attack. physically or verbally 34

go in (IA) (of the sun) disappear behind a cloud 120, 152

go in/into (IA, IP) 1. enter (a building. room. etc) 34, 45, 77, 98, 100; 2. be admitted (to) (eg hospital. lodgings) 120

go in for (IAP) 1. do. practise regularly. make a habit of 9, 130; 2. play. have as a sport. hobby. etc 51, 135; 3. have as one's chosen career. go into 130; 4. enter as a candidate or contestant. enter for 40

go into (IP) examine. discuss. consider 33, 49

go off (IA) 1. leave a place. go away 18; 2. make a (sudden) ringing noise 9, 12, 14, 18; 3. explode. fire 18; 4. become unavailable. no longer supplied. be switched off 18; 5. become worse 18; 6. turn sour. become unfit to eat or drink. go bad 18, 81; 7. be good. bad,

etc in the event (of a meeting, visit, etc); (IP) lose one's liking for 13, 34

go off with (IAP) leave (illicitly) in sb's company, run away with; leave with sb else's property 130

go on (IA) 1. (of an activity, state of affairs) continue 112, 129; 2. continue one's journey 52, 129; 3. continue one's journey ahead of others, go ahead 83, 84, 129; 4. continue speaking, after a short pause 52, 129; 5. happen, take place 129; (IP) 1. depart for the purpose of (a holiday, etc) 129; 2. begin to receive, get help from (social security, etc) 129; 3. begin to practise, follow (a diet, etc) 135; 4. act according to, be guided by 129; 5. be spent on 129

go on (to) (IA, IAP) pass to another activity, subject; pass from one item to the next (on an agenda, etc) 130

go on for (IAP) 1. be approaching (a certain age), get on for. Usu in continuous tenses 130; 2. (of time) approach, get on for. Usu in continuous tenses 130

go on with (IAP) continue doing 130

go out/out of (IA, IP) leave a building (for business or pleasure) 45, 51, 85, 98

go out (to/with) (IA, IAP) leave one's home, etc for pleasure, entertainment 51, 85

go out (IA) 1. (of the sea) move away from the shore 85; 2. stop burning, shining 86; 3. stop being fashionable 85

go over/through (IP pass) read, examine, consider (again) to see if sth is correct; check 34, 90, 149

go over to (IAP) abandon one thing or activity and adopt another 130

go round 1. (IA, IP) make a detour: walk, drive, etc along the outside edge of 66, 67; 2. (IA, IP) walk inside a building, etc in order to inspect it and its contents, look (a)round 34, 66, 67, 95; 3. (IA) be sufficient (for) 67

go through (IP) suffer, endure, experience 101

go through with (IAP) do sth unpleasant already arranged 130

go to (IP) visit, attend 101

go up 1. (IA, IP) climb, pass upwards 34, 45, 98, 120; 2. (IA) rise, reach a high level 51, 120; 3. (IA) (at school) pass into the next (higher) class 93; 4. (IA) (of a theatre curtain) be raised; (of lights) be lit, become brighter 146

go up (to) (IA, IAP) 1. go to London from the provinces, or towards the North 93; 2. go to a university (esp Oxford or Cambridge) and start one's studies 94, 120

go with (IP) match, suit, combine well with 32, 53

gobble up (TA pass) eat quickly, consume completely 94*

grow out of abandon, lose with the passage of time, or maturity 35

grow up (IA) become adult 16

hammer away (at) (IA, IAP) hit persistently with a hammer 70*

hammer out (TA pass) remove irregularities by beating; evolve or agree sth through hard work or discussion 106, 112

hand in (TA pass) submit, give in 78

hand out (TA nom pass) distribute, give out 62, 86-87

hand over (IA, TA nom pass) transfer a position of authority or power (sometimes checking equipment, cash, etc) 89, 90, 106, 109

hand round (TA pass) pass by hand to all the people in a group 49

hang about/around (IA, IP) *inf* wait idly (eg for sth to happen), wait about/around 67*

hang on (IA) *inf* wait, pause, hold on. Often imper 102

hang out 1. (TA pass) spread (damp washing) on a clothes line to dry 24; 2. (TA) *inf* live (at a certain place) 102

hangover *n* the consequences of drinking heavily the evening before 59

hang up (TA pass) put (clothing, a picture, etc) on a wall or hook 93

hang up (on) (IA, IAP) end a telephone conversation (with sb) by replacing the receiver 52

hang-up *n* inconvenience; some kind of emotional or nervous upset or inhibition 59

have around/round/over (TAop) entertain at one's home (usu for a meal or drinks)

66

have in (TA) receive, take in (written work, etc) 78

have on (TA) be wearing 83, 84^{*}; (TAop) 1. have sth arranged, have sth on one's programme or as a commitment 27; 2. *inf* deceive 27, 102

have out (TAop) cause to be removed by a surgeon or dentist 27, 85, 87^{*}

have over (TA) have left, remaining 88

hear out (TAop) listen until sb has finished his remarks 27, 28

heat up (TA pass) (re)heat, for serving, food which has been cooked and allowed to get cold 25, 93

help on/off with (TAP pass) help sb to put on/take off (a coat, etc) 41, 42, 54

hem in (TA pass) confine, restrict the movements of 78

hold back (TA pass) restrain, prevent from advancing or making progress 72, 143

hold off (IA) be delayed, not occur 152

hold on (IA) *inf* wait, pause, hang on 15, 52, 84^{*}

hold out (TApo) extend, offer 26

hold out for (IAP) *inf* deliberately delay reaching an agreement in the hope that one can get more 106, 112

hold to (TP pass) make sb keep or be faithful to 36

hold up (TA nom pass) 1. delay, halt 22, 55; 2. force by threat of violence to hand over money or valuables 60

hurry up (IA, TAop) (cause to) make haste 44, 93, 95

invite in/over/round (TAop pass) ask sb to come into a house, office, etc 27, 28, 66, 89, 95^{*}

jot down (TA pass) make a quick written note of 74

jump in/into (IA, IP) enter quickly (a car, etc) 77

jump off (IA, IP) dismount with a jump 80

jump on/onto (IA, IP) mount with a jump 83

jump out/out of (IA, IP) leave with a jump 85

jump over (IA, IP) pass over by jumping 8

jump up (IA) spring to one's feet, stand up suddenly 91

keep ahead (of) (IA, IAP) remain in front (of) 133, 147

keep at 1. (TP) continue persistently in one's efforts 31, 34; 2. (TP) constantly remind, worry (sb) 50; 3. (TP pass) make (sb) work, force (sb) to make a prolonged effort 36

keep away (from) (IA, IAP, TAop, TAP) not go near; prevent from going near, touching, using, etc 69, 70, 133

keep back (from) (TA pass, TAP pass) not tell (to), not let sb know 48, 72

keep down 1. (TAop) not raise 27, 28; 2. (TAop) keep in the same form (at school); not allow to go up 27, 93

keep from (TP pass) not tell (sb), *keep back from* 35-36

keep off 1. (IA, IP) stay at a distance from, not walk on 46, 132; 2. (TA pass, TP pass) cause to stay at a distance 80, 132; 3. (IP, TP) not mention, avoid 132; 4. (IP, TP pass) not eat or drink; prevent (sb) from eating, drinking, drug-taking 132; 5. (IA) (of rain, etc) not begin 132

keep on 1. (IA) persist in spite of difficulties, not stop (doing) 132; 2. (IA) continue to walk, travel 84, 132; 3. (TA pass) continue to employ 132; 4. (TAop) continue to have, esp rent 132; 5. (TAop pass) continue to wear 27, 28, 132

keep on (about) (IA, IAP) continue talking about or referring to (in an irritating manner) 132, 133

keep on (at) (IA, IAP) worry, harass (continuously) with suggestions, requests, complaints 133

keep together (IA, TAop pass) not (allow to) disperse or be scattered 15, 44

keep up 1. (TApo pass) maintain at a constant (high) level 106, 109, 132; 2. (TA

pass nom *upkeep*) maintain (house, etc) by spending money and energy 25, 57, 60, 132; 3. (TApo pass) continue to practise, observe, not allow to be neglected 26, 132; 4. (TApo pass) prevent from going to bed at the usual time 27, 28, 93, 132; 5. (IA) continue unchanged 101

keep up (with) (IA, IAP) 1. walk, work, play, etc with the same vigour, speed, skill etc as (sb else) 40, 54, 132, 133, 143; 2. progress, rise at the same rate as 133

keep up with (IAP) 1. maintain contact with, through visits, correspondence, etc 133; 2. inform oneself about, be familiar with (latest developments, etc) 133; 3. maintain the same social and material standards as 133

kick around (TA pass, TP pass) kick from one place to another 67*

kick off (IA nom) start (a match, esp football) 61, 81

knock down (TA pass) 1. demolish, pull down (a building) 56, 75; 2. cause to fall; hit with a vehicle and cause to fall, often inflicting injuries or causing death 75, 88, 95*; 3. sell cheaply 59

knock in/into (TA pass, TP pass) drive in/into by means of a hammer, etc 47

knock off (IA, IP) *inf* stop work 102

knock over (TA pass) cause to fall 88, 90

knock up (TA pass) awaken by knocking on a door (or window) 102

lash out (on) (IA, IAP) *inf* spend freely (on sth); pay a lot (and more than one is willing to pay (for sth)) 103

layby (*n*) recess at the side of a (main) road where vehicles may be parked temporarily 58

lay off (TA pass nom) dismiss from work (usu temporarily, while trade is bad) 51, 106, 112

lay out 1. (TA pass) spread out ready (for use) 22; 2. (TA pass nom) arrange parts in relation to each other and to the whole in a pleasing and convenient manner, *set out* 55, 58, 60, 149; 3. (TA pass nom *outlay*) spend, invest (money) 58

lead on (TAop pass) *inf* (try to) persuade sb to do, believe, etc sth by making false promises 27

lead up to (IAP pass) occur, one after the other, before sth; have as a consequence 39

lean out/out of (IA, IP) (of the head and shoulders) be pushed out of (a window, etc) 46

leave (lying) about/around (TAop pass, TP pass) fail to put away carefully and tidily 66

leave behind (TAop) fail or forget to bring or take, abandon 50, 55, 56

leave on (TA pass) 1. allow to stay in position 47, 96*; 2. allow to stay alight or keep burning, not switch off 83

leave out (TA pass) leave in the open (eg through carelessness) 85

leave out/out of (TA pass, TP pass) not include or mention (in), omit (from) 47, 50, 87*, 149

leave up (TAop pass) allow to remain in a raised position 27, 28

let down (TA pass) make (a garment, etc) shorter 153; 2. (TA pass nom) fail sb who believes one to be reliable, disappoint his hopes 23, 55

let in/into (TA pass, TP pass) allow to enter, admit 25, 52, 56

let in for (TAP pass) *inf* make sb take responsibility for 42

let in on (TAP pass) *inf* allow sb to know about or take part in sth that was previously hidden from him 42, 51

let out 1. (TA pass) make (eg a garment) wider or looser 153; 2. (TApo pass) utter 26

let out/out of (TA pass, TP pass) allow to leave, release 24

let through (TA pass, TP pass) allow to pass 47

let up (AI nom) *inf* relax (one's alertness or efforts) 17

lie behind (IP) be the explanation for, be the cause of 35

lie down (IA nom) be or move into a horizontal position 75*

lie in (IA nom) *inf* stay in bed after the normal time for getting up 62

line up (IA, TA pass) (cause to) form lines or a queue **44** .
linger on (IA) stay (often after others have left); stick; persist (in the mind, etc) **83**
live in (IA) reside in the building where one works **77**
live up to (IAP pass) reach a standard that one has set oneself, or that is expected by others **40**
lock out (TA pass nom) prevent sb from entering a room etc by locking the door: prevent workers from entering a factory etc (eg in response to a threat of strike action) **106, 111**
lock up (IA) make a house etc secure by locking doors (and windows) **91, 95**
look after (IP pass) be responsible for, take care of **5, 8, 10, 30, 55**
look around/round (IA nom, IP) 1. examine what is around one (usu while standing still) **45, 65**; 2. inspect or survey (moving about while doing so), go round; examine goods for sale, survey possibilities **34**
look at (IP) direct one's eyes towards **30**
look down (IA) lower one's eyes **9**
look down on/upon (IAP pass) consider to be inferior **40**
look for (IP) try to find **29-30, 34, 35, 50, 53**
look forward to (IAP pass) wait for with pleasure **40, 54**
look out (for) (IA, IAP pass nom) watch carefully (for), watch out (for) **15, 39, 41**
look over (TA, TP) examine, inspect, survey **90**
look through 1. (IA, IP pass) direct one's gaze through **8**; 2. (TP pass nom) survey or scan (often briefly) **31, 34**
look up (TA pass) 1. try to find (usu in a work of reference); seek information about **12, 14, 25, 30**; 2. *inf* find where sb lives and visit him (when staying in that place) **150**
make for (IP) move towards (eg to escape) **33, 54**
make out 1. (TA pass) manage to see, read **22**; 2. (TApo) understand, usu with *can/could not* **26**
make up 1. (TApo pass nom) form, constitute **26**; 2. (IA nom, TA pass nom) put cosmetics on the face; prepare one's face, body for a theatrical performance, etc **9, 44, 56, 57, 59**; 3. (TA pass) give or do sth in order to compensate for a loss, time missed, work not done, etc **93, 94**
make up for (IAP pass) outweigh, compensate (for) **101**
meet up (with) (IA, IAP) encounter, make contact (with) **38**
mess up (TA) *inf* mishandle, mismanage; confuse, discourage **92, 98**
mete out (TApo) *f* give (punishment, etc) **99**
mist over (IA) become covered with condensation **89**
mix up (with) (TA pass nom, TAP pass) be unable to tell one thing or person from another; mix two or more things together so that one does not know which is which **60, 92, 93, 95**
move in (IA, TA pass) (cause to) occupy, take possession of a house etc **44, 51**
muck up (TA pass) *inf* spoil **98**
muddle up (with) (TA pass, TAP pass) mix two or more things together so that one does not know which is which, mix up (with) **92**

nail down (TA pass) fix down with nail(s) **9**

order out/out of (TAop pass, TP pass) order to leave **47**
own up to (IA, IAP) admit that one is to blame, confess **16**

pack out (TA pass) fill (eg theatre, stadium) to capacity **146**
part with (IP) spend, give away; leave **31, 35**
pass by (IA, IP) go past **45**

pass for (IP) be accepted as having certain qualities (though perhaps not possessing them in fact) **32**

pass on (to) (TA pass, TAP pass) hand sth to the next person or another person 48, 51, 54

pass out (IA) faint, lose consciousness 17, 102

pass over 1. (TAop) not consider for promotion etc (sb who seems to be a suitable candidate) 26, 27; 2. (TApo) avoid, not face sth (because it is painful or embarrassing) 26, 27

pay back (for) (TA pass, TAP pass) punish sb in return for some injury one has suffered 48

pay back (to) (TA pass, TAP pass) repay, return, money (to) 71

pay in/into (TA pass, TP pass) hand money to a cashier to put into an account (bank, etc) 47

peep in/into (IA, IP) look quickly in/into 79*

peg away (at) (IA, IAP) work or struggle persistently (at) 69-70

phase out (TA pass) gradually stop making, supplying, or operating sth 106, 110, 111

phone back (IA, TAop) telephone again, ring/call back 71

phone in (TA pass nom) address, submit, by telephone, esp to a radio or TV programme 63

phone up (TA) telephone, ring up 93

pick on (IP pass) *inf* choose (repeatedly) for criticism, blame, punishment, or an unpleasant task 34, 143

pick up (TA pass) 1. take hold of and raise 52, 93, 95; 2. take (things or people waiting), give a lift to 24, 55

play about/around (with) (IA, IAP pass) handle, treat, in a casual and irresponsible way, fool about/around with 48

play back (TA pass nom) run the tape forward through a tape recorder again, so that the material recorded can be heard 25, 55, 72

play down (TA pass) try to make sth appear less important than it is 23

play up 1. (IA, TAop pass) *inf* be a nuisance, deliberately annoy, torment 4; 2. (IA) function badly, cause annoyance 103

plug away (at) (IA, IAP) work persistently (at) 70

plug in (TA pass) connect with the (electric) power supply by means of a plug 55

point out (TA pass) show, indicate, draw attention to 23

pop up (IA nom) (of pictures in books) rise in three-dimensional form when the book is opened 59, 64

potter about/(a)round (IA) *inf* move in a leisurely, unorganised way from one little task to another 65

pour down (IA nom *downpour*) fall in a continuous stream, in torrents 57, 60, 152

pour out 1. (IA nom *outpouring*) emerge in a stream 57

press for (IP pass TP pass) make repeated and urgent requests for 107, 110

print off 1. (TA pass nom *offprint*) print copies of a book etc (with the implication that another printing is to be made from the same plates); *offprint* an extra printing of (usu) a single article from a journal, in a small number of copies, for the author's own use 58, 61; 2. (TA pass nom *print-off*) (photography) make prints from a negative film or plate 58

pull down (TA pass) 1. lower, draw down 75*; 2. demolish, destroy 22, 51, 101

pull off (TA pass) *inf* succeed in doing sth 10

pull on (TA pass) do (clothing) by pulling 83

pull out/out of 1. (IA nom, IP, TA pass nom, TP pass) (cause to) withdraw, retire (from) 107; 2. (TA pass) extract, remove, detach 59

pull up (TAop) (stop in order to) check or reprimand 28

push about/(a)round *inf* order (sb) to do this or that in a bullying tone; treat carelessly or in a high-handed manner 65, 67

push off (IA) *inf* leave 98

pushover (n) easy triumph or victory 58

put away (TA pass) put sth in a box, drawer, etc because one has finished using it, to make a room tidy, etc 24, 52, 53, 70

put back (TA pass) move the hands of a clock to conform with the end of official summer time, or to give the correct time 72

put down (TA pass) 1. place on a table, shelf, the ground, etc: set down sth which is dangerous or a nuisance to oneself or others 25, 72; 2. record, *write down* 75

put down as (TAP pass) write sb or sth on a form, list, etc (often with a view to misleading or deceiving sb else) 135

put down for (TAP pass) 1. record that sb is willing to contribute to charity, buy sth at a sale, etc 135; 2. enter a child's name for admission to a school (esp a fee-paying boarding school) 135

put down to (TAP pass) regard as being due to, give as the explanation for 42, 54, 55, 135

put in (TA pass) insert, include, add 51, 149

put in (for) (IAP) 1. submit officially (a request, claim, etc); apply for (eg a grant) 107, 111, 135; 2. recommend, propose (sb) as suitable, deserving; enter sb's name as a competitor 42

put off 1. (TA pass) disconnect (an electric light, etc) 31; 2. (TA pass) postpone, delay 9, 54, 56; 3. (TA pass) distract (from doing); disturb (while doing) 135; 4. (TA pass) displease, repel 135; 5. (TA pass) discourage or prevent from seeing one, making contact, discussing sth, etc 135; 6. (TAop pass) tell sb where to get off a bus, etc 135; 7. (TP pass) discourage from (doing sth); cause to lose interest in or appetite for 13, 14, 46, 47, 53, 101, 135

put on 1. (TA pass) put on the gas (stove), etc 49, 83, 84^{*}; 2. (TA pass) don, get dressed in 19, 20, 51, 83, 84^{*}; 3. (TA pass) light, *switch on* 83; 4. (TA pass) produce, present, stage 84^{*}, 135; 5. (TA pass) provide, add to existing services 135; 6. (TA pass) grow heavier, fatter, by a certain amount 135; 7. (TApo pass) assume a manner (in order to impress or deceive) 26, 135; 8. (TA pass, TP pass) add a certain amount to the price, cost 134

put out 1. (TA pass) extinguish, *switch off* 86; 2. (TApo pass) inconvenience (sb), spoil or complicate sb's arrangements 28

put over (to) (TA pass, TAP pass) convey, communicate effectively, put across 135

put through (to) (TA pass, TAP pass) connect (with) by telephone 48, 135

put to (TP pass) 1. make sb suffer or undergo (eg expense, inconvenience) 36; 2. convey, express, communicate (eg a proposal) to 36

put up (TA pass) 1. raise 49, 98, 100; 2. build 52; 3. increase (price, rent, etc); cause to rise 9, 22, 54, 101; 4. fasten or write in a high place where it will be seen, display 93, 94^{*}; 5. provide food and lodging for 101

put up (for) (TAop pass, TAP pass) propose, nominate (for) 107, 109

put up to (TAP pass) encourage to behave mischievously or unlawfully 102, 135,

put up with (IAP pass) *inf* bear, tolerate, *stand for* 5, 9, 12, 14, 37, 41, 54, 102, 135

puzzle over (IP) think carefully about a problem etc in an attempt to solve or understand it 31

queue (up) (for) (IA, IP, IAP) form a line to get sth 93

race down (IP) run very fast along 75^{*}

rail off (TA pass) separate with a railing 80

read on (IA) continue reading 84

read out (TA pass) read aloud (to an audience) sth of interest to them, or of which they must take special notice 49

read over (TAop pass) read from beginning to end, possibly quickly, read through 28, 31, 89

read through (IP or TAop pass) read from beginning to end (more or less carefully), read over **50**

ring back (IA, TAop pass) telephone sb again (having failed to contact him a first time), phone back **44, 71**

ring up (IA, TA pass) call sb on the telephone **26, 44, 93, 95**

roll up 1. (TA pass) form a flat object into a cylinder by bending and turning it **54; 2. (IA) inf** arrive in an impressive or self-important way, or in large numbers **102**

rope off (TA pass) separate with a rope (to prevent people going there) **80, 82***

round up (TA pass) assemble, collect together (people or animals who are scattered, or who have fled) **92**

rub off (TA pass, TP pass) remove from a surface (eg blackboard) by rubbing **46**

rule out (TA pass) regard as impossible or undesirable; forbid **22, 107, 110**

run away (from) (IA, IAP) avoid sb or sth because one is frightened, shy or lacks confidence **69, 80**

run away with (IAP) (in sport) win clearly or easily **147**

run back (TA pass) wind a tape or film in reverse so that it can be heard or shown again **72**

run down 1. (TA pass) knock to the ground (in a car, bus, etc) **76; 2. (TA pass)** reduce in numbers or size **76; 3. (IA)** suffer a loss of power, through neglect, age, etc **75, 76; 4. (TA pass) inf** criticize unkindly, belittle **76, 102; 5. (pass adj)** tired and in poor condition, because of overwork, lack of sleep etc **76**

run for (IP) offer oneself as a candidate **107**

run into (IP) meet by chance **34**

run off (with) (IA, IAP) run away (with) **47, 80**

run out/out of (IA, IP) be finished, or finish a supply of, have none left **86**

run over (IP or TA) read or say sth quickly aloud or to oneself, in order to learn it or refresh one's memory **31**

run-up (n) period just before an important event (and in which that event is prepared for) **58**

rush off (IA) leave with haste **82***

save (up) (for) (IA, IP pass, IAP) put money in reserve (gradually) to obtain sth **92, 94*, 95**

scale down (TA pass) reduce in relation to sth else **107, 110**

scrape off (TA pass, TP pass) remove by scraping **80**

scrape through (IA, IP) pass (a test, etc) with the lowest possible mark **143**

screen off (TA pass) separate with a screen, hide **82***

scrub away (at) (IA, IAP) scrub energetically (at) **70**

see about (IP) act to achieve, find a remedy etc. *see to* **33, 49**

see across (TAop pass, TP pass) guide, escort sb across (the road etc) **47**

see off (TAop pass) say goodbye to sb (eg at the station) **20, 28**

see out/out of (TAop pass, TP pass) lead, guide sb out of a building **49**

see through (IP pass) (be able to) see from one side to the other of sth transparent; understand the true nature of sb/sth beneath a pleasant deceptive appearance **35**

see to (IP pass) take care that sb is properly received, looked after, that sth is done, *see about* **34**

sell out/out of (IA, IP pass) sell one's entire stock or supply (of a particular article, tickets) **146**

send away (TA pass) make sb leave **24, 50**

send down (from) (TA pass) dismiss from a university (usu for misconduct) **74, 76*, 143**

send for (IP pass, TP pass) send sb to fetch help etc or a message asking for it **34, 49, 54, 55**

send in (TA pass) submit sth to an official or one's superior, to inform him or get his approval **78**

send off 1. (TA pass) post. dispatch 55; 2. (TA pass. TP pass) (in sport) order sb to leave the field of play, order off 147
 send to (TP pass) arrange for sb to attend a particular school, college, etc 143
 send up (TA pass nom) *inf* ridicule by means of a mock imitation, satirize 62
 set against (TP pass) cause people who may be related, or close friends, to become enemies or rivals 36
 set back (TA pass nom) hinder the progress of, or reverse it 107, 111
 set forth (TA pass) present, outline (an idea etc) 99
 set in (IA) begin and seem likely to continue, gain a hold and seem likely to spread 152
 set off (TApo pass) cause, prompt, stimulate 26, 27
 set off (on/for) (IA, IAP) start to move, begin a journey (to), *set out, start out* 48, 81, 82*, 137, 152
 set out (on/for) (IA, IAP) start to move, begin a journey, *set off (on/for), start out (on/for)* 98
 set up 1. (TA pass) form, establish, found 107, 109, 110; 2. (TApo) cause, produce (a reaction etc) 26; 3. (TApo) establish a record speed, distance etc in a sporting event 147
 set-up (n) organization, structuring (of a business, government department, household, etc) 62
 settle up (with) (IA, IAP) pay the money one owes before leaving a hotel, restaurant, etc 94
 sew on/onto (TA pass, TP) attach by sewing 47, 54
 shake off (TA pass) remove by shaking; get rid of (an illness, etc) 82*
 shake up (TA pass nom) 1. move a bottle etc to and fro vigorously, mixing the contents 93; 2. disturb, make uncomfortable; discipline idle or unruly people by handling them vigorously 61
 share out (among) (TA pass nom, TAP pass) give a share of sth (to each person in a group) 48, 87
 shout down (TA pass) prevent a speaker from being heard by shouting while he is speaking 55, 75
 shout out (IA, TA pass) call in a loud voice 44
 shove off (IA) *inf go away* 81, 98
 show around/round (TA pass, TP pass) take visitors on a tour of a place, guide them round, *show over, take round* 46, 66
 show-down (n) moment, in a trial of strength, when one side reveals the weakness, pretensions etc of the other and/or its own strength 59, 107, 111
 show in/into (TA pass, TP pass) lead, conduct sb into a place 46, 79*
 show off (IA, TA pass) display, draw attention to (oneself) in order to impress people 44
 show over (TP pass) take visitors on a tour of, *show round, take over* 55
 show up (TAop pass) *inf* make sb feel embarrassed by behaving badly in his company 28
 shut away (TAop) enclose, confine (in a secure or quiet place) 28
 shut down (IA, TA pass nom) close, stop production (at), *close down* 105
 shut in (TA pass) enclose, surround 79
 shut up (IA, TA pass) *inf* (cause to) be quiet, stop talking 102
 silt up (IA, TA pass) (of river, etc) (cause to) become blocked with sand, mud, etc 44, 94
 sit about/around (IA) sit idly 66
 sit back (IA) relax (usu after strenuous activity), be inactive; do nothing (when action is needed) 53, 72
 sit down (IA, attrib *sit-down*) be seated, take a seat 15, 75
 sit for (IP) take (an exam etc) 32, 143
 sit in (IA nom) sit on the ground in, occupy, the building where one is employed etc, in protest against conditions, the action of authorities, etc 78, 107, 111

sit through (IP) remain in one's seat till the end of a performance etc (even though one may dislike it), *sit out* 146

sit up (IA) move into an upright position after lying flat; sit straight after lounging in one's seat 91

slip off (TA pass) take off (coat etc) gently 80

slip up (IA nom) *inf* make a mistake 17, 60

sleep on (IA) continue to sleep 84*

slog away (at) (IA, IAP) work, study, hard and steadily 69, 102

slow down (IA, TA pass) (cause to) move more slowly; (cause to) live, work etc in a less energetic way (usu because one's health is in danger) 44

smooth out (TA pass) make a surface smooth by removing irregularities; remove difficulties 86

snatch away (TA pass) remove abruptly, with suddenly outstretched hand 70*

sort out (TA pass) put, arrange, in groups, classes (according to size, shape, etc); settle, order, solve (eg a problem) 23, 25

spark off (TA pass) cause sth violent, disturbing etc to begin, *touch off*, *trigger off* 107, 110

space out (TA pass) place at intervals, make space between 56

spell out (TA pass) make clear or explicit the full meaning or implications of sth 107-108, 110

spin-off (n) the wider marketing of a product or material developed for a high technology project, or the application in other industries of a new process; general benefits resulting from the creation of new industries, etc 59

spin out (TA pass) make sth last as long as possible, prolong 23

spin round (IA) turn round quickly 67

split up (IA) end a relationship (marriage, pop group, etc) 17

split up (into) (IA nom, IAP, TA pass nom, TAP pass) (cause to) divide into parts 94*

spread on/onto (TA pass, TP) spread on the surface 84*

spur on (to) (TA pass, TAP pass) strongly encourage sb to do better, achieve more 48

squeeze in/into (IA, IP, TA pass, TP pass) force oneself or sth into a small space, *squash in* 77, 79*

stack up (TA pass) place in a pile, one upon the other 55

stand back (IA) step backwards (away from sth) 15

stand by (IA) be ready to act, be on the alert 59

stand down (IA) withdraw one's application, resign one's position etc (esp in favour of sb else), *step down* 108

stand for (IP) tolerate, bear, *put up with* 32

stand for/as (IP) be a candidate (for sth) 108

stand in (for) (IA nom, IAP) take sb's place, act as a substitute (for sb) 47, 62, 147

stand out (against) (IA, IAP) be clearly seen because of a contrast of colour or tone with sth else 48

stand up (IA) rise to one's feet, *get up* 13, 15, 91, 98

stand up to (IAP) last well, remain sound despite severe treatment; withstand some sort of test 39, 51

stare back (at) (IA, IAP) stare (at sb) in return 71

start off (for/on) (IA, IAP) begin a journey, *start out*, *set off/out* 81

stay away (from) (IA, IAP) not be present (at); remain at a distance (from) 69

stay down (IA) remain in a lowered position; remain in the same class (at school, for another year) 93

stay in (IA) stay at home 52, 77

stay on (at) (IA, IAP) remain at an educational institution, with an employer etc after others have left 47, 83

stay out (IA) 1. remain outside the home (esp after dark); remain in the open air 87*, 95*; 2. remain on strike 105

step down (IA) resign (usu from a position of importance); withdraw one's candidature; *stand down* 108
step in (IA) intervene (to help or hinder) 108, 109, 112
step out/out of (IA, IP) leave (a building etc) on foot 85
step up (TA pass) increase, improve 9, 108, 110, 112
stick in (TA pass, TP pass) fix, fasten sth into a book etc with glue, paste, etc 47
stick on (TA pass, TP pass) fasten sth to a surface with paste, glue, etc 53, 60, 64, 82
stick to (IP pass) not move, wander from. *keep to* 32, 50
stop over (IA nom) break one's journey by car, rail, etc to rest, visit friends, etc, *stop off* 62
straighten out (TA pass) make straight 86
strap in/into (TA pass, TP) fasten in position with a strap or straps 78
stride in/into (IA, IP) enter with long purposeful steps 77
stub out (TA pass) put out a cigarette by striking it against sth 87*
sweep away (TA pass) remove by sweeping; carry away with great force; abolish by vigorous action 69
sweep out (TA pass) remove dirt from a place with a broom 49, 86
sweep up (IA, TA pass) lift, collect dirt etc with a broom (and dustpan) 96*
swim across (IP) cross by swimming 8
switch off (TA pass) disconnect an appliance, disconnect a supply (of gas or electricity); *turn off* 25, 52, 81, 86, 98
switch on (TA pass) connect an appliance; connect a power supply, *turn on* 22, 49, 52, 83, 98
switch out (TA pass) disconnect (an electric light etc) 86
take after (IP) resemble a parent in looks and/or character 32, 101
take away/out (TA pass nom) buy and carry away, from a special restaurant or shop, cooked dishes to eat at home 64, 141
take back (TA pass) 1. (cause to) return 24, 56
take back (to) (TAop pass, TP pass) recall earlier experiences, *carry back (to)* 48
take down (TA pass) lower, drop; remove from a high level (eg shelf); dismantle 52, 75
take for (TP pass) mistakenly assume that sb/sth is sb/sth else 29, 36, 55
take in 1. (TA pass) receive written work, etc 78; 2. (TA pass) (hear or read and) understand, absorb 141, 143; 3. (TA pass) make (a garment, etc) narrower 153; 4. (TA pass) deceive, fool 102; 5. (TApo pass) receive into one's house; admit lodgers for payment 26, 96
take off 1. (TA pass) remove 24, 25, 49, 80, 81*, 101; 2. (TA pass, TP pass) remove (bus, etc) from service 141; 3. (TA pass, TP pass) withdraw, no longer perform 25, 146; 4. (TA pass, TP pass) subtract (a certain sum) from the price of sth, or from a tax, etc 141; 5. (TAop) have (eg a day/week) as a break from work, holiday 28; 6. (TA pass nom) mimic, imitate (esp in an amusing or satirical way) 102, 141; 7. (IA nom) leave the ground; cause (an aircraft) to leave the ground 9, 60
take on 1. (TA pass) take on board a ship or aircraft 141; 2. (TA pass) employ 51; 3. (TA pass) undertake a burden or responsibility, 23, 24, 50, 53; 4. (TApo) acquire a different (new) appearance, sound, form, meaning, etc 26
take out/out of (TA pass, TP pass) withdraw, extract from an inner or enclosed space, a bank account, etc 52
take out (for) (TAop pass, TAP pass) conduct, accompany sb somewhere for exercise or recreation 48
take out on (TAP) make sb else the scapegoat for sth one has done or suffered (eg disappointment) 13, 14, 37, 41, 42
take over 1. (TP pass) spend a certain length of time doing sth 36; 2. (IA, TA pass nom) acquire control of (a company etc), esp by obtaining the support of the majority of the shareholders 108, 111, 141

- take over (from) (IA, IAP, TApo pass, TAP pass) assume control over or responsibility for sth (in place of sb else) 89, 90
- take to (IP) form a liking for (sb or sth) 35, 141
- take up 1. (TA pass) make (a garment) shorter 153; 2. (TApo pass) adopt as a hobby, pastime 26, 27; 3. (TApo pass) start (a job, duties) 26, 141; 4. (TApo pass) continue a story which has been interrupted, or unfinished by sb else 26
- talk away (IA) talk continuously, without regard to one's surroundings 70
- talk down to (IAP) address sb as though he were a social or intellectual inferior 39, 55
- talk into (TP pass) by talking, persuade sb to do sth 36
- talk out of (TP pass) by talking, dissuade sb from doing sth 36
- talk over (with) (TAop pass, TAP pass) discuss sth fully (with sb) 48
- talk round (TAop pass) persuade sb to do sth to which he was at first opposed 28
- teach-in (*n*) long meeting or teaching session consisting of contributions from experts and general discussion, usu on a subject of topical interest or concern 78-79
- tear apart (TAop pass) dismantle using considerable force; completely disarrange a place (esp when searching for sth) 28
- tear out/out of (TA pass, TP pass) remove, separate, by pulling sharply 47
- tear up (TA pass) tear to pieces 54
- tell apart (TAop) (be able to) distinguish between two similar persons or things 28
- tell off (for) (TA pass nom *telling-off*, TAP pass) *inf* scold sb (for sth he has done) 57, 102, 147
- tell on/upon (IP) affect (unfavourably) the health or condition of 33
- thaw out (IA, TA pass) (cause to) become warm, liquid or soft 44
- think over (TAop pass) review past events in one's mind; consider carefully sth that may affect the future 89, 90
- throw away (TA pass) get rid of. *throw out* 25, 50, 56, 60, 64
- throw away on (TAP pass) waste sth, or oneself, in foolish ventures, on undeserving people, etc 42
- throw off (TApo pass) get rid of sb or sth which troubles or irritates, *shake off* 26, 27
- throw out (TA pass) reject (a proposal, etc) 108, 109
- throw out/out of (TA pass, TP pass) *inf* remove forcibly, expel 47
- tidy out (TA pass) remove the contents of a drawer, cupboard, room etc and then put them back neatly 87
- tidy up (IA, TA pass nom) make sth, oneself or sb neat 43, 50
- tie on (TA pass, TP pass) attach sth with string, etc 46, 60, 64
- tie up (TA pass) fasten, bind together with string etc; bind sb's arms (and legs) to his body 56
- tip up (IA, TA pass) (cause to) turn upwards around a hinge or pivot 64
- tog up (IA, TAop pass) *inf* dress, esp in fine clothes (for a party, dinner, etc) 98
- tone down (TA pass) make sth appear milder, less bright or extreme 75
- toss back (TA pass) *throw back* 9
- tot up (TA pass) *inf* find the total of, *add up* 92
- travel about/(a)round (IA) travel from place to place 65
- travel up (IA) travel to London (the capital) or the north 93
- trip over (IA, IP) stumble, and possibly fall, because of some obstacle near the ground 35, 45
- trip up (IA, TA pass) (cause to) stumble and fall 44
- try on (TA pass) put (a garment) on to see if it fits, looks well, etc 25, 50
- try out (TA pass nom) use, handle, sth to see if it functions well 24
- try out on (TAP pass) test the effectiveness of sth on sb 42
- tuck in/into 1. (TA pass, TP pass) push sth loose into a narrow space 47; 2. (TA, TP) *inf* (begin to) eat heartily 103
- turn about (IA) *turn round* 67
- turn back (IA) return, go back the way one has come 52

turn back (to) (IA, IAP) turn the pages of a book etc to an earlier place 72
 turn down (TA pass) 1. make less loud, bright, intense, etc (eg radio) 75; 2. refuse sb who applies, sth which is submitted, etc 35, 101, 108, 110, 111, 149
 turn in (IA) *inf* go to bed 17
 turn (in)to 1. (IP) become, be changed (in)to 32, 152; 2. (TP) cause to become, change into 36, 55
 turn off (TA pass) disconnect, stop the flow of, *switch off* 50, 81
 turn out 1. (IA nom) gather out of doors, leave one's home (to attend some event) 60, 108, 109, 111, 143; 2. (IA) end in a certain way, have a certain result; prove (eventually) to be 143; 3. (TA pass) empty the contents from (esp to find sth) 143; 4. (TA pass) disconnect, extinguish, *switch off/out* 87*, 143; 5. (TApo pass) produce; train 26, 143
 turn out/out of (TA pass, TP pass) expel sb, drive him out (by force, threats, etc) 143
 turn over in (one's mind) (TP, TAP) consider, *think over* 9
 turn (a)round (IA, TAop pass) (cause to) face in the opposite direction 44, 67
 turn up 1. (TA pass) raise, put into a vertical position 143; 2. (TA pass) make louder, stronger, etc 21, 143; 3. (IA) arrive, appear (often after some delay) 143; 4. (IA) be found (esp by chance) after it has been lost 143; 5. (IA) present itself, become available 143
 type in/into (TA pass, TP pass) include, insert sth in a text by typing it 47, 78
 type out (TA pass) produce sth on the typewriter (ie without having first written it by hand); make a typewritten copy of a handwritten text 24
 wait about/around (IA) stay in a place, usu idly and impatiently, because sb who is expected has not arrived etc 68
 wait on (IP) serve 35
 wait up (for) (IA, IAP pass) stay awake and out of bed until sb comes home 47, 93
 wake up (IA, TA pass) (cause to) become conscious after sleeping 13, 43
 walk about/(a)round (IA) walk from one place to another, in various directions 67*
 walk down (IP) walk along (a street etc) 75
 walk in/into (IA, IP) enter a place (sometimes easily, because it is not locked or guarded) 77
 walk off (IA) walk away 96*
 walk off with (IAP) take, carry away sb's property, either intentionally or by mistake 40, 54
 walk on (IA nom) (in the theatre) have a small (non-speaking) part, appear briefly in a play etc 64, 83
 walk out (IA nom) leave one's place of work to protest, to obtain sth, go on strike 103, 108, 111
 walk-over (n) *inf* easy victory, success easily achieved 63
 wander about/(a)round (IA) walk aimlessly from place to place 65
 warm up (IA, TA pass) become or make warm or warmer 44, 93
 wash away (TA pass) (of water) remove by striking repeatedly; carry away 69, 70*
 wash-out (n) *inf* failure, disappointment 63
 wash up (IA, TA pass) wash the dishes, etc after a meal 44, 92, 95
 watch out (IA) be careful to avoid danger, not to upset others, etc, *look out, mind out* 15
 wear away (IA, TA) disappear, remove, through constant friction, pressure, etc 69, 70*
 wear off (IA) disappear (gradually), no longer affect one 82*
 wear out 1. (IA, TA pass) become or make unusable, through continuous wear, handling, etc 44; 2. (TA pass) exhaust 55
 while away (TA pass) (do sth to) make the time pass pleasantly 69, 70*
 win over (to) (TA pass, TAP pass) persuade sb to agree, to be on one's side 48
 wipe off (TA pass, TP pass) remove (sth) by passing a cloth etc over it 80
 wipe out (TA pass) destroy, abolish 86

wipe up (IA, TA pass) remove (liquid) with a cloth: dry crockery etc after it has been washed, *dry up* 50

work-in (n) form of industrial action in which workers occupy and run a factory etc (often one which is threatened with closure) 79, 103

work up (into) (TA pass, TAP pass) gradually change the shape or nature of sth by thought and effort (into sth else) 48

wrap up (TA pass) wrap, cover with paper, etc 91, 94*

write down (TA pass) record on paper (often as an aid to memory). *put down* 24, 25, 74

write in (TA pass) insert sth in a written text 79*

write off (as) (TA pass, TAP pass) regard (sb or sth) as a failure, as unimportant and not worth listening to, etc 42, 51

write up (TA pass nom) write a review of a play, etc 63

yield up (TA pass) / hand to an enemy in admission of defeat, surrender 99

zip up (TA pass) close by means of a zip fastener 91