

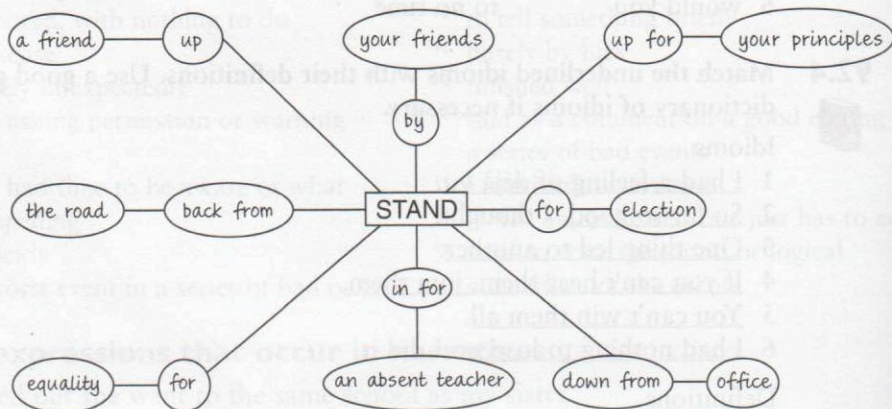
There are a great many phrasal verbs in English and the next three units cannot, of course, deal with them all. The aim of these units is to approach phrasal verbs in a number of different ways and to give you some tips to help you understand and learn them.

A The best way to learn phrasal verbs is undoubtedly in context. Keep a section of your vocabulary notebook or file for phrasal verbs. When you come across one in a text that you are reading or listening to, note it down in a complete sentence or paragraph.

Here are a couple of useful points to remember about phrasal verbs.

- A verb + particle/preposition combination may have a number of different meanings. Look, for example, at these different meanings for **take off**: a plane **takes off** you can **take off** a coat/glasses/make-up a burglar may **take off** if he hears someone coming something is **taken off** a bill when a discount is allowed.
- You will probably find it best to concentrate first on understanding phrasal verbs rather than trying to use them. There is usually another English word you can use instead of a phrasal verb. For example, instead of saying the burglar **took off**, or 10% **was taken off** the bill, you can say the burglar **left hurriedly**, or 10% **was deducted from** the bill. Note that an alternative is not always possible. For example, it is not possible to find a synonym to replace **take off** when talking about planes **taking off** or **taking off** clothes.

B Many phrasal verbs in English are based on verbs like **do**, **make**, **get**, **go**, **run**, **turn**, which have very little precise lexical meaning of their own, or verbs such as **stand**, which have several different meanings. One approach to learning phrasal verbs is to build a ripple diagram based round one of these verbs. For example:



C Such a diagram will be particularly useful if accompanied by sentences that illustrate the meanings of the phrasal verbs more clearly.

Ron waited an hour for Alice, then he realised he had been **stood up** and furious, went **home**.

You should always **stand by** your friends when they are in trouble.

You should also **stand up for** your principles, even if it makes you unpopular.

The house **stands back from** the road, so you wouldn't notice it as you drive past.

There are three people **standing for** election in this constituency.

The party that I support **stands for** equality and improved social services.

I often had to **stand in for** other teachers who were absent.

After ten years as Mayor, Damian Taylor decided it was time to **stand down**.

Exercises

93.1 Complete these sentences containing *stand* in any way that seems appropriate to you.

- 1 The police asked people to stand back
- 2 When he was at school, John always used to stand up for
- 3 Michael Porter has decided to stand down
- 4 I always knew that Laura would stand by
- 5 The Socialist Workers' Party stands for
- 6 On my first day as a teacher I had to stand in for
- 7 I would never dream of standing up.
- 8 Masha is considering standing for

93.2 In the ripple diagram on the opposite page, you have two distinct uses of *stand for*. Use your dictionary to help you find two further ways in which *stand for* is used and then write one sentence to illustrate each meaning.



93.3 Here are some sentences based on phrasal verbs with *keep*, *tell*, *blow* and *pull*.

Use your dictionary to help you complete the sentences by adding the necessary prepositions or particles.



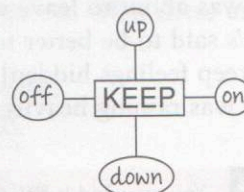
- 1 The draught was so strong that it blew the candle.
- 2 He was very ill last year but, thank goodness, he pulled
- 3 The stress of his illness eventually told his wife and she fell ill too.
- 4 How do you plan to keep your English once this course finishes?
- 5 It is almost impossible to tell the original and the forgery
- 6 The papers are full of the scandal, but in a few days it will all have blown
- 7 The bus pulled sharply at a red light and I lost my balance and fell over.
- 8 Sara walks so fast that I can't possibly keep with her.
- 9 Wages have been kept for far too long even though prices have gone up.
- 10 An argument blew at the end of the meeting and it ended on a sour note.
- 11 The teacher told the boy for chewing gum in class.
- 12 The invigilator wouldn't have realised Sue was cheating if Amy hadn't told her.

93.4 Rewrite these sentences using a phrasal verb based on the verb in brackets. Use a dictionary if necessary.



- 1 Please don't walk on the grass. (KEEP)
- 2 Sam is going to the dentist to have a tooth extracted this afternoon. (PULL)
- 3 This is such a lovely photo. I'd like to have it enlarged and framed for my wall. (BLOW)
- 4 Rod's going to apply for the job, but the fact that he has so little experience will make it less likely for him to get it. (TELL)
- 5 Her idea for a new business is brilliant. I just hope she can succeed. (PULL)
- 6 Do you think that Ken might not be telling us the whole truth? (KEEP)

93.5 Make ripple diagrams to help you learn both the verbs you have been working on in exercises 93.3 and 93.4 and other phrasal verbs based on *keep*, *tell*, *blow* and *pull*.



93.6 Rewrite the example sentences in C without using any phrasal verbs.

A In Unit 93 we looked at some phrasal verbs based on basic verbs like *stand*, *keep* and *tell*. In this unit, we look at phrasal verbs based on more unusual verbs or verbs which do not give rise to so many different phrasal verb constructions. The phrasal verbs are grouped according to their preposition or particle.

* marks the phrasal verbs that are more informal.

away

The boy tried to escape from his country by **stowing away** on a passenger liner. [hiding on ship, plane or other form of transport]

Taxes have been **whittling away** at our savings for some time now. [gradually destroying]
I've been **slogging away*** at this report for hours. I'm really fed up with it. [working hard]

down

A: What's the weather like with you?

B: It's **pelting down***. You'll get soaked if you go out without an umbrella. [pouring with rain]

There have been many complaints that universities are **dumbing down** their degree courses in order to attract more students. [making less intellectually demanding]

The government had made a serious mistake but, of course, they did what they could to **play it down**. [make it seem less important]

off

The police would never have caught the burglars if a rival gang hadn't **tipped them off**. [passed on secret information]

It was so hot in the sun that I **dozed off**. [fell asleep]

The anaesthetic is **wearing off** and my mouth is beginning to feel quite sore now. [lose its effect]

on

A: Waiter, why is my apple pie all squashed?

B: Well, you did ask me to **step on it**!* [hurry]

They **lay on** extra trains during the rush hour. [provide]

That music will never **catch on**. [become popular]



"Well, you did ask me to step on it!"

out

I was going to take part in the London Marathon but I **bottled out*** at the last moment. [lost my courage and decided not to do it]

I'm finding my job very unpleasant at the moment but I'm going to try to **stick it out*** until the end of this year. [persevere with it]

Jim always relies on his wife to **sort out** all the arrangements for their holidays. [organise]

up

I was about to leave work when a problem **cropped up**. [occurred]

It's said to be better to share your feelings with someone rather than to **bottle them up***. [keep feelings hidden]

It was raining heavily earlier on, but it's **easing up** a bit now. [becoming less intense]

TIP

You may find it helpful to note such phrasal verbs down in your vocabulary book according to the preposition or particle. Try to note down an example sentence to help you remember the phrasal verb.

Exercises

94.1 Complete these sentences by adding a verb from the opposite page in each of the gaps.

- 1 Before I can go home, I must out the papers in my in-tray.
- 2 My grandfather has the talent of being able to off at any time in any place.
- 3 Jo's been away at her revision all morning. Why don't you take her a cup of coffee?
- 4 The company agreed to on some food at the party but workers would have to provide their own drinks.
- 5 We would have gone for a walk if it hadn't been down.
- 6 I'm sorry, I'm going to be late home again tonight. Something urgent has just up.
- 7 The escaped convict away on an oil tanker.
- 8 I really hate my job and don't think I can it out much longer.
- 9 We were very busy at the weekend but things have up a bit now.
- 10 Every year the management is away at jobs. Now there are fewer than 100 employees in the whole company.

94.2 Look at the underlined nouns in each of the sentences below. What do you think they mean? They are all connected with one of the phrasal verbs on the opposite page.

- 1 Thanks to a tip-off, the police were able to locate the bomb before it exploded.
- 2 Look at the cat having a doze on the window ledge. It's a wonder it doesn't fall off.
- 3 Two stowaways were found in the hold of the aircraft just before take-off.
- 4 I've finished the book now but I found it quite a slog.
- 5 The team has been badly affected by a crop of injuries.
- 6 The President is said to be very good at making people feel at ease.

94.3 What is the literal meaning of the basic verb in these phrasal verbs? Does this meaning have any connection with the meaning of the phrasal verb?

- | | | | |
|-------------|--------------|------------|----------------|
| 1 bottle up | 3 step on it | 5 crop up | 7 stick it out |
| 2 pelt down | 4 stow away | 6 sort out | 8 whittle away |

94.4 Does each of the six particles opposite seem to convey any specific idea that might help you to work out the meanings of the phrasal verbs? Note that there is more than one meaning for each of the particles/prepositions.

EXAMPLE **away** conveys the ideas of: at a distance (stow away)
continuous activity (whittle away, slog away)

94.5 New phrasal verbs are constantly being invented in English, particularly ones based on more unusual words. Can you use your knowledge about the meanings of basic verbs and prepositions in English, as well as the context, to work out what these underlined phrasal verbs mean?

- 1 I'm conferenced out now. I'm really ready to go home.
- 2 The advertising campaign led to sales rocketing off.
- 3 We decided to tile up the old fireplace.
- 4 The children surfed away on the Internet all day long.

- 5 There are three candidates for election in this constituency.
- 6 The party that I support is in favour of equality and improved social services.
- 7 I often had to substitute for other teachers who were absent.
- 8 After ten years as Mayor, Damian Taylor decided it was time to stop putting his name forward for election.

Note that when you change sentences like this, the new sentences do not always have exactly the same meaning or connotation as the original sentence.

Unit 94

- 94.1**
- | | |
|------------|--------------|
| 1 sort | 6 cropped |
| 2 doze | 7 stowed |
| 3 slogging | 8 stick |
| 4 lay | 9 eased |
| 5 pelting | 10 whittling |

- 94.2**
- 1 information provided by a secret informer
 - 2 a sleep
 - 3 people trying to travel illegally by finding a hiding place on some means of transport
 - 4 hard work
 - 5 a number of instances appearing suddenly and at more or less the same time
 - 6 comfort (at ease = comfortable, relaxed)

- 94.3**
- 1 *to bottle*: to enclose in a bottle. This clearly connects with the idea of bottling up feelings.
 - 2 *to pelt*: to throw something repeatedly in order to attack. This has a clear connection with heavy rainfall.
 - 3 *to step*: to stand. The image in *step on it* is from stepping on the accelerator to make a car go faster and so there is a connection between the basic verb and the phrasal verb.
 - 4 *to stow*: to put something away carefully, neatly and out of sight. It is particularly used about packing things on some means of transport where space is often at a premium.
 - 5 *to crop*: to provide a good crop. This unusual verb is related to the more common noun *crop*. So there is a connection between something growing and something appearing.
 - 6 *to sort*: to organise or classify. The particle *out* really adds very little to the basic meaning of the verb.
 - 7 *to stick*: to fix with glue. So the connection is one of remaining fixed in one place.
 - 8 *to whittle*: to cut or scrape thin slices off wood, typically with a penknife. The connection is thus one of removing slowly but steadily.

Note that sometimes the literal meaning of the basic verb helps you to understand the meaning of the phrasal verb but sometimes the connection is not close enough to give much of a clue to the phrasal verb's meaning.

- 94.4**
- | | |
|--|---|
| 1 <i>down</i> may have the meaning of:
downward movement (<i>pelt down</i>)
decreasing (<i>dumb down</i> , <i>play down</i>) | 4 <i>out</i> may have the idea of:
completing something (<i>sort out</i> , <i>stick it out</i>)
excluding (<i>bottle out</i>) |
| 2 <i>off</i> may have the meaning of:
movement away (<i>doze off</i> , <i>pull it off</i>) | 5 <i>up</i> may have the idea of:
an improvement (<i>ease up</i>)
an upward movement (<i>crop up</i>) |
| 3 <i>on</i> may have the meaning of:
touching (<i>step on it</i>)
adding (<i>lay on</i> , <i>catch on</i>) | |

As you encounter new phrasal verbs, see if the prepositions or particles seem to fit these meanings. Some of them will, but some won't. Appreciating the meanings of the particles or prepositions will sometimes help, but not always.

- 94.5**
- 1 conferenced out: have had enough of conferences
 - 2 rocketed off: rose at great speed
 - 3 tile up: cover with tiles
 - 4 surfed away: occupied themselves on the Internet continuously

Unit 95

- 95.1**
- 1 As Juan was away he missed out on the fireworks.
 - 2 I've got a temperature and think I may be going down with something.
 - 3 I know you've had a bad day but there's no need to take it out on me.
 - 4 Most students wish that schools would do away with end-of-term exams.
 - 5 It really is time we got round to painting the house.
 - 6 I hope we're not going to fall out with each other over who is going to pay.
 - 7 One of the other waiters has had it in for me ever since I started work in that restaurant.
 - 8 I don't think I can take a lunch break today as I've got to catch up with some work.

- 95.2**
- | | |
|-----------|-----------|
| 1 cheered | 5 lay |
| 2 aback | 6 open |
| 3 worked | 7 under |
| 4 branch | 8 picking |

- 95.3**
- 1 There's no point in trying to talk to your father until he's simmered down.
 - 2 Do you think it would be a good idea to do away with selective education?
 - 3 Sam's father died when he was six and so he missed out on having a male role model at home.
 - 4 When Mr Brown was laid off, the family decided to emigrate to Australia.
 - 5 Emily was carried away by the emotional way in which Richard read the poem.
 - 6 Do you consider that oil prices have now bottomed out?
 - 7 You take life too seriously. Chill out!
 - 8 The newly married couple were bubbling over with happiness.

- 95.4** The most obvious verbs to include in *Work and business* are:
slog away ease up

The most obvious verbs to include in *Mood and emotions* are:
bottle out stick something out bottle something up

- 95.5** *To branch out* is based on the metaphor of a tree. It is appropriate because it suggests that the business is growing and spreading out as a tree does.
To be snowed under is based on the metaphor of being covered by snow. It is appropriate because it suggests being buried by work in a way that makes it difficult to escape from it.
To chill out, *simmer down* and *bubble over* are all based on the temperature of liquid and they are appropriate because they compare being *cool* to being relaxed, being *heated* to being angry (simmer down) and *bubbling over* to excitement. *Bubble over* may also have associations with a glass of champagne or some other fizzy drink bubbling over the edge of the glass. This kind of literal effervescence is also comparable to an excited mood.

Unit 96

- 96.1**
- 1 American. British version: I lost my way at the big **junction** just south of the city.
 - 2 British. American version: Why are there always so many shopping carts left in the **parking lot**?
 - 3 British. American version: Cross the **street** at the **crosswalk**, then **take a left**.
 - 4 American. British version: You can't drive any further; you'll have to **reverse**, the road is very narrow.