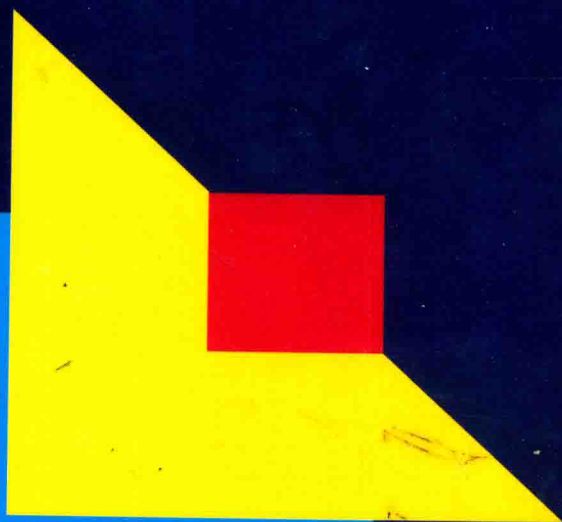


# LONGMAN DICTIONARY OF PHRASAL VERBS

朗曼英语短语动词词典

Rosemary Courtney



世界图书出版公司

# Longman Dictionary of Phrasal Verbs

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Longman Group Limited,  
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## 朗曼英语短语动词词典

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## 前 言

词语可以分成名词、动词、形容词、副词、介词等词类,这是英语学习者所共知的。名词数量多,学习者为了突破词汇量,常会把名词作为主攻目标。但较多语言学家认为人类对客观世界的认识是以过程为基础的,各种实体和时空方式都要与过程发生联系。这些过程用语言表达时,主要由动词体现,而实体和时空方式等则由名词、副词、介词短语等体现。在学习和使用英语中,如能掌握这些动词通常与哪些名词、哪些形容词、哪些介词搭配规律,便能做到提纲挈领,这对提高学习英语的效率和正确使用英语有重要关系。这类工具书通常由英语搭配词典提供帮助。但在学习和使用动词过程中,我们会很快发现这样的搭配词典内容庞杂,携带不便,没有突出以动词为中心的思想。即使以动词为中心,不是所有的动词需要化功夫学的。对于英语学习者来说,首先要学好英语常用动词。这些动词简单易学,使用频率高,并与较多词语组成短语动词。《朗曼短语动词词典》便是一部专门介绍英语短语动词的专业词典。

“短语动词(phrasal verb)”不同于“动词短语(verb phrase)”。动词短语有两种基本类型,一种是动词的扩展——如单个动词为了表达进行体、完成体、进行完成体和被动语态等,可从study扩展成is studying, has studied, has been studying, 或has been studied等,其中心词study保持不变。为便于区别起见,有的语法学家把它叫做动词词组。另一种是动词和其它词类的组合——如did a dance, go to school, come here都可以叫做动词短语,其组合是开放性的,但动词意义不变,不必费心。短语动词则是一个动词与其它词类组合后构成一个不可分割的整体,本词典的编者Rosemary Courtney曾下了这样的定义:短语动词是动词和副词,或动词和介词(指动词和副词、介词并用)结合而成的习语。严格地说,这个定义中括弧内所作的补充会给人造成错觉,即介词一定要和副词并用才行。倒是编者所提供的短语动词的三种主要形式更为恰当,如动词+副词(come about, draw away等),动词+介词(delve into, look for等),动词+副词+介词(look down upon, make up for等)。事实上,编者还包括了动词+形容词(bulk large, come true),动词+代词(look oneself),动词+代词+介词(lend oneself to)等形式的组合。编者定义中的“习语”也是一个重要特征,即作为短语动词中的动词成分

与其它词类的组合有固定语序,且语义往往发生了变化。因此,本词典所收短语动词为由动词和其它词类组成的习语,词语虽无大变化但两词有固定搭配(如 cut with, get drunk, knock on 等),以及由短语动词扩展而成的习语(如 lull someone to sleep, shoulder one's way through 等),一般不包括语义与原词义无大变化的组合(如 walk along 和 sit down 等)。

当代功能语言学家强调在语境中掌握语义,这反映在教学法中则是通过例句来说明语义。本词典的优点在于提供了较多由常用词构成的例句帮助学习者了解短语动词的词义和掌握其用途。一知半解、不求甚解,只能是欲速而不达。为此,词典使用者应注意使用短语动词的场合和方法,编者通过某些缩略词向使用者提供有关语域、地区和国家、态度和正式程度等信息,通过例句说明哪些短语动词可分可合。编者还以“/”的标点符号列出表达与某短语动词语义相似的短语动词;在每一个解释条款后附有以英语大写字母和数字组成的语法代码,如告示使用者某短语动词可否后跟宾语?一个宾语或两个宾语?可否后跟带 to 或不带 to 的不定式,可否后跟带 -ing 的动名词,可否后跟带由 who, which, what 等词引导的从句等;在词条中附有与该短语动词有关而产生的词语和语义相反的短语动词。这样,学习者在学习短语动词时注意研究这些信息,一定会取得很好效果。俗话说,师傅领进门,修行在自身。现在编者为我们编得这么一部好词典,而世界图书出版公司再次向国内读者介绍本词典,如何使用和消化就看使用者是否用心了。

胡壮麟

北京大学英语系

1996年7月11日

\*star shows  
idiomatic phrasal  
verb

**\*call by' v adv**

*not fml* to visit when passing a place: [10 (often simple tenses)] When you're next in town, do call by.

definition, written  
from a list of 2,000  
words

literal verb  
combination

**call by' v prep**

to address (usu. someone) using (a name): [T1 + by] If you call him just by his last name he won't answer you.

example of how the  
expression is used

verb + preposition

another phrasal verb  
with the same  
meaning

**clean out v adv**

1 also clear out to empty, tidy, or clean (something): [X9 + OUT] I've asked the children to clean out their drawers. I need some help in cleaning out the animal shelter.

verb + adverb

—cleaning-out, clean-out *n* → do out (1), muck out

words formed from  
phrasal verbs are  
shown at the end of  
the entry

arrow (→) shows  
other phrasal verbs  
with related  
meanings. (1) means  
"see meaning 1"

numbers (1, 2) show  
different meaning.  
Here only meaning 2  
is an idiomatic  
phrasal verb and so  
has a star

**come unstuck v adj**

1 to fail to remain stuck to something: [L7 + unstuck] I didn't open your letter, the envelope came unstuck.

\*2 *not fml* to meet difficulties or failure: [10] All his grand plans for the future of the firm came unstuck when the price of oil went up so much.

shows that the  
expression is only  
used in certain  
situations

**flunk out v adv**

*AmE infml* to fail, or state that (someone) has failed, as in an examination: [10 + OUT (simple tenses)] How many students have flunked out this year? [T1 + OUT (usu. pass.)] Twenty students have been flunked out and had to leave the college.

Shows an expression  
used mostly in  
American English

shows that kick  
round is defined at  
kick about because it  
has the same  
meaning

**kick round v adv** → KICK ABOUT (6)

**rub in' v adv**

1 to cause (something such as a liquid) to enter a surface by rubbing: [T1 + IN] Leave the mud to dry; if you try to clean it now, you'll only rub it in.

idiomatic meaning  
contrasted with  
normal meaning

\*2 *not fml* to teach (something) by forceful repetition: [T1 (often simple tenses)] A skilled teacher can make any class learn any set of facts by simply rubbing the information in. The lesson of this sad story should be well rubbed in. → hammer in (3), etc.

3 rub it in *not fml* to keep reminding someone of a fault, failure, etc.: I know I ruined the performance, there's no need to rub it in.

numbers (1, 2) show  
when a verbal  
combination is used  
both as a verb +  
adverb and verb +  
preposition

**rub in' v prep**

1 to force (something such as a liquid) to enter (usu. a surface) by rubbing: [T1 + in] Rub this oil in the wood to protect it. "Rubbing salt in a wound" is a way of expressing the idea of making something bad even worse. → rub into (1)

shows a fixed idiom  
in which the phrasal  
verb is used

2 rub someone's nose in it *not fml* to keep on reminding someone, esp. in an unkind manner, about something he has done wrong: Don't keep talking about that letter. I know I shouldn't have written it, but there's no need to rub my nose in it.

grammar codes show  
how to use the  
expressions

## What are phrasal verbs?

Phrasal verbs are idiomatic combinations of a verb and adverb, or a verb and preposition (or verb with both adverb and preposition). They cause difficulties for students of English because of their meaning and grammar.

Many verbs in English can be used together with an adverb or preposition, and are straightforward for the student to use and understand, as in, for example:

*The girl walked along the road.* (verb + preposition)

You could just as easily say:

*The girl walked down the road.* (verb + preposition)

Combinations of verb and adverb can also be easily understood:

*He opened the door and looked inside.* (verb + adverb)

*He entered the room and sat down.* (verb + adverb)

Often, however, a verbal combination (verb + adverb or verb + preposition) can have not only its normal meaning but can also mean something different. The combination of **hold** and **up**, for example, can be used with a normal meaning:

*Hold up your right hand and repeat these words after me.*

But it can also have a completely different meaning, 'to stop by force in order to rob', as in:

*The criminals held up the train and stole all the passengers' money.*

Here the meaning of the expression cannot be guessed from the verb alone; it is an example of a phrasal verb. In the dictionary, phrasal verbs (idiomatic combinations) are marked with a \* sign. **Hold up**, then, has both a normal and an idiomatic meaning, and is shown in the dictionary like this:

### **hold up** v adv

1 to raise (something): *Hold up your right hand and repeat these words after me.*

\*2 to stop (a vehicle) by force in order to rob it: *The criminals held up the train and stole all the passengers' money.*

There are three types of phrasal verb:

(a) verb + adverb (marked v adv), as in:

*The old lady was taken in (= deceived) by the salesman.*

(b) verb + preposition (marked v prep), as in:

*She set about (= started) making a new dress.*

(c) verb + adverb + preposition (marked v adv prep), as in:

*I can't put up with (= bear or suffer) him - he's always complaining.*

## What this dictionary contains

This book includes entries for:

1. Phrasal verbs, that is, idiomatic combinations of verb + adverb, verb + preposition or verb + adverb + preposition. If the verbal combination has a normal meaning as well as an idiomatic meaning, then both are listed, but only the idiomatic meaning has a \* sign.
2. Phrasal verbs such as \***depend on** or \***despair of** where the verb, although it always has the same meaning, can only be used with a certain preposition when used in combination. We cannot say *depend from*, or *despair with*.
3. Idioms which are formed from phrasal verbs, such as **let the cat out of the bag**. These idioms are printed in **heavy type**. Idioms have a meaning which is different to the meaning of the single words, and usually have a fixed word order.

The dictionary also includes combinations of verb + adjective and verb + pronoun which, like phrasal verbs, have a different meaning when used together. Examples are **lie low** (v adj), which is a verb + adjective, and **kid oneself** (v pron) which is a verb + pronoun.

The dictionary does not include simple verbal combinations such as *walk along* and *sit down* where the meanings are easily guessed from the parts. Of course, if the verbal combination also has an idiomatic meaning, then both senses are included.

## How to use the Dictionary

### Order of headwords

Phrasal verbs in this dictionary are listed in alphabetical order under the main verb. Thus, at **see** all the different combinations of **see** + adverb or **see** + preposition that can be used with it are listed alphabetically before the next main verb, **seek**. In this way **see through** comes in the dictionary before **seek after**.

Phrasal verbs that can be used both as verb + adverb (v adv) and verb + preposition (v prep) have a separate numbered entry for each grammatical use; the entries are marked by small numbers (\*2). For example, **see through** is listed as **see through<sup>1</sup> v adv** and then **see through<sup>2</sup> v prep**. Here is an example of the order of headwords in the dictionary:

**see round<sup>1</sup> v adv**

**see round<sup>2</sup> v prep**

**see through<sup>1</sup> v adv**

**see through<sup>2</sup> v prep**

**see to**

**see up**

**see with**

**seek after**

**seek for**

## Order of definitions

If a verbal combination has more than one meaning, then each meaning is given a separate numbered sense. The senses are shown by large numbers, in this order:

1. Ordinary meanings
2. Idiomatic meanings, marked with a star \*
3. Fixed idioms in which the phrasal verb is used.

For example, the entry for **get down to** is listed:

### **get down to** v adv prep

1 to (cause to) descend to (a lower level):  
*The cat has climbed the tree, and can't get down to the ground.*

(ordinary meaning)

\*2 to begin to give serious attention to (something such as work): *I really must get down to my studies.*

(idiomatic meaning)

3 **get down to brass tacks** to talk about facts or practical matters: *All this talk is interesting, but let's get down to brass tacks and see if the plan will really work.*

(idiom formed from phrasal verb)

So, to find the meaning of a phrasal verb, look first for the main verb, and when you have found the main verb look down the page until you come to the expression you are looking for. If the phrasal verb is listed more than once, decide if the expression you want is v adv or v prep. Look through the different numbered meanings to see which is the right one.

## Defining vocabulary

All the definitions are written using a defining vocabulary of 2,000 words. The list of words can be found in the Longman Dictionary of Contemporary English.

## Examples

The definition is followed by one or more examples, many of which are taken from newspapers and books. The examples help you to understand the meaning of the expression; they are also important because they can give information on how the expression is used. For example, **abstain from** is defined as "to keep oneself from (doing something)", and has the example:

*The leaders asked their workers to abstain from voting.*

From this we learn that a typical use of **abstain from** is when we are talking about elections and voting. If you are not sure how to use the expression you have found, it is a good idea to follow the example as much as possible.

## Related words

There is often a noun or adjective which is formed from the phrasal verb. These related forms are listed at the end of the entry. Usually the related form is not difficult to understand because it looks very similar to the phrasal verb. **Make up**, for example, has the related noun **make-up**; and from the expression **wash up** we can talk about the **washing-up**. The related form is shown like this:

### \***wash up** v adv

1 to clean (dishes etc) with water: *How many plates are there to wash up?* — **washing-up** n

Note, however, that sometimes the related noun or adjective cannot be used for all the meanings of the expression. An example is at **break out**:

### **break out** v adv

1 ...

\*2 to begin, usually suddenly: *War broke out in 1939.* — **outbreak** n

\*3 to escape from: *Three men broke out of prison yesterday.* — **breakout** n

This means that for sense (2) we can use the noun **outbreak**:

*The outbreak of the war was in 1939.*

But for sense (3), we must use **breakout**:

*Three men escaped from the prison in a breakout yesterday.*

## When and where the phrasal verbs are used

When an expression is not in general use, a note is included before the definition. Thus, **go below** is shown like this:

### \***go below** v adv

*naut* to go downstairs on a ship or a boat

Here *naut* means "nautical; used about ships and sailors". A list of these notes ("Short forms used in this dictionary") can be found at the front of the book. There are four main types of these notes:

- (a) notes that tell you where an expression is used. They are shown like this:

### \***goof off** v adv

*AmE* to spend time lazily ...

This means that \***goof off** is used mostly in American English and may not always be understood by people in Britain.

- (b) notes that tell you that an expression is only used in certain professions. Examples of these include *naut* (nautical) and *mil* (military).



(c) notes that tell you the attitude of the speaker, such as *humor* (humorous, making people laugh) and *derog* (derogatory, showing dislike or lack of respect).

(d) notes on the level of use of the expression.

Most of the entries in the dictionary are unmarked, that is, they can be used in any situation. If there is a note such as *fml* (formal) or *infml* (informal) before the definition, then the expression should not be used generally. For example, the entry for *lam into* reads:

**\*lam into v prep**

*sl* to attack violently, with blows or words

Here *sl* tells you that the expression is "slang; thought to be incorrect by many people", and you should not use it at an interview, or when writing a formal letter.

## Alternatives

Where different forms can be used without changing the meaning of the expression, they are listed like this:

**sit on/upon v prep**

These alternative forms are also found with some idioms. For example, the entry at **make for** includes:

**make a bolt/dash for** to try to escape towards (something)

Thus, we can say either "The prisoner made a bolt for the open door", or "The prisoner made a dash for the open door"; the meaning is the same.

## Cross-references

The dictionary also shows where there are other expressions with related or opposite meanings. For example:

**\*book in v adv**

1 to (cause to) report one's arrival, as at a hotel, airport, etc. — **book out** (1), **check in** (2), **check out** (2)

**Check in** can be used with the same meaning as **book in**; **check out** and **book out** are used when talking about somebody leaving a hotel or airport. Cross-references can be used to help you find a word you are not sure of. For example, if you know the expression **come in** but you do not know how to say "to make somebody come in", then you will find at the entry for **come in** an expression you can use: **bring in**, **take in**, or **wheel in**.

## How phrasal verbs are used

Phrasal verbs cause problems for the student not only because of their meaning, which cannot always be guessed from the meaning of the verb,

but also because of their grammar. Sometimes the parts of the phrasal verbs can be separated. We can say, for example,

*The soldiers blew up the bridge.* (a)

*The soldiers blew the bridge up.* (b)

Some phrasal verbs are always used as in (a), such as **leave off** in "He left off working". Others must always be used as in (b) as with **keep open** in: "She kept the door open". **Blow up** is an example of a phrasal verb where you can use either (a) or (b). Information about word order is given by the grammar code.

## Grammatical Information

Every entry includes a grammar code before the examples. The codes are taken from the Longman Dictionary of Contemporary English, and consist of a letter (D, I, L, T, V, or X) followed by a number (0 to 9). The letters show the type of verb, and the numbers show what comes after the verb. Phrasal verbs (those with a \*sign) are single units of meaning, and the grammar code explains the grammar of the complete expression. Verbal combinations (which are not idiomatic) have a grammar code for the main verb alone. The entry for **hold up**, then, is:

**hold up v adv**

1 to raise (something): [X9 + UP] *Hold up your right hand and repeat these words after me.*

2 ...

\*3 to stop (a vehicle) by force in order to rob it: [T1] *The criminals held up the train and took all the passengers' money.*

Thus, **hold up**(1) is a verbal combination. "X" means it is transitive, and "9" means it is followed by an object and a complement. **Hold up**(3) is a phrasal verb; "T" means it is transitive, and "1" means it is followed by a noun or pronoun. The grammar codes are shown in full at the front of the dictionary.

Many expressions can be used either with or without an object. They have a definition like this:

**\*blow up v adv**

6 to (cause to) explode; destroy

and an example is given for both the transitive and intransitive use:

[T1] *The soldiers blew up the enemy bridge.* (transitive)

[I0] *A chemical factory blew up in the North of England.* (intransitive)

When these expressions have a pronoun object, the pronoun comes directly after the verb, as in "The soldiers reached the bridge and blew it up."

## Grammar codes for the phrasal verbs

**[D1]** a transitive verb with two objects: a direct noun object and a noun indirect object:

**\*help to v prep**

to serve (someone or oneself) with (something such as food): [D1]

Can I	help	you	to	some more potatoes?
	v	obj	prep	obj

**\*put down to v adv prep**

to consider (something) to be the result of (something else): [D1]

I	put	his bad temper	down	to	his recent illness.
	v	obj	adv	prep	obj

**[D5]** a transitive verb with two objects: a direct object and a noun indirect object. The direct object is a clause beginning with *that*:

**represent to v prep**

\*3 to express (an idea) to (someone): [D5]

I	represented	to	him	that it would be dangerous to do what he suggested.
	v	prep	obj	that-clause

NOTE: [D5] verbs are not used in the passive.

**[D6]** a transitive verb with two objects: a direct object and a noun indirect object. The direct object is a clause beginning with a *wh*-word, *how*, or *as if*:

**dictate to v prep**

\*3 to enforce (something over which one has power) on (someone): [D6]

The government tries to	dictate	to	people	how they should spend their money.
	v	prep	obj	wh-clause

**\*bring home to v adv prep**

2 to persuade (someone) to believe (something): [D6]

You must	bring	home	to	John	where the difficulty lies.
	v	adv	prep	obj	wh-clause

NOTE: [D6] verbs are not common in the passive.

[IØ]

an intransitive verb. It need not be followed by anything:

**break down** *v adv*

\*3 (of machinery) to stop working; fail to work:

[IØ]

*The car broke down on the way to the airport, and I had to get a taxi.*  
*v adv*

**lie low** *v adj*

\*3 *infml* to hide, esp. to escape from the police:

[IØ]

*You'd better lie low here for a few days until the police have stopped looking*  
*v adj*

*for you.*

[I3]

an intransitive verb followed by a verb in the *to*-form (infinitive):

\***set out** *v adv*

3 to intend (to do something): [I3]

*I set out to make the dress by myself.*  
*v adv to-v*

\***lower oneself** *v pron*

to behave unworthily: [I3]

*I hope you wouldn't lower yourself to cheat in the examination.*  
*v pron to-v*

[I4]

an intransitive verb, followed by the *-ing* form of a verb:

**go on** *v adv*

\*5 to continue (doing something) esp. after interruption: [I4]

*He went on hitting the boy although I told him to stop.*  
*v adv v-ing*

[I5]

an intransitive verb, followed by a clause beginning with *that*:

**look out** *v adv*

\*2 *infml* to take care; be watchful: [I5]

*Look out that you don't catch cold.*  
*v adv that-clause*

---

[I6] an intransitive verb, followed by a clause beginning with a *wh*-word, *how*, or *as if*:

**\*mind out** *v adv*

1 *not fml* to take care; be watchful; move out of the way: [I6]

Mind out where you're walking, the ground is muddy.  
*v adv wh-clause*

---

[L1] a linking verb with a noun complement that refers to the subject:

**\*act as** *v prep*

to fulfil the purpose of (something): [L1]

A trained dog can act as a guide to a blind person.  
*v prep n*

NOTE: [L1] verbs are not used in the passive.

---

[L4] a linking verb with a complement that refers to the subject. The complement is a verb in the *-ing* form:

**\*end up** *v adv*

2 to finish by (doing something): [L4]

Be careful, you could end up hurting yourself.  
*v adv v-ing*

**\*come across as** *v adv prep*

to seem to be (judging by behaviour): [L4]

He comes across as being very sincere.  
*v adv prep v-ing*

NOTE: [L4] verbs are not used in the passive.

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[L7] a linking verb with a complement that refers to the subject. The complement is an adjective:

**come in** *v adv*

\*11 to serve a purpose: [L7]

That empty box will come in very handy.  
*v adv adj*

NOTE: [L7] verbs are not used in the passive.

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[L9] a linking verb with a complement that refers to the subject. The complement is an adverbial:

**\*end up** *v adv*

3 *not fml* to arrive at or in (a place), esp. after time or events: [L9]

He'll end up in prison if he goes on behaving like that.  
*v adv adverbial*

NOTE: [L9] verbs are not used in the passive.

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**[T1]** a transitive verb with a noun direct object:

**\*blow up** *v adv*

to destroy (something or someone) by or as if by explosion: [T1]

They	blew	up	the bridge.
	v	adv	obj

or

They	blew	the bridge	up.
	v	obj	adv

They	blew	it	up.
	v	pron	adv

**\*depend on** *v prep*

to trust; be sure of (someone or something):

[T1]

I	depended	on	the map.
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I	depended	on	it.
	v	prep	obj

**\*get round to** *v adv prep*

to find time for (something), esp. after delay:

[T1]

The committee will	get	round	to	your suggestion	after they've dealt
	v	adv	prep	obj	

with urgent business.
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They'll soon	get	round	to	it.
	v	adv	prep	obj

**[T1a]** a transitive verb with a noun direct object. The adverb always comes just after the verb:

**\*give off** *v adv*

to send out (something, esp. a liquid, gas, or smell): [T1a]

Boiling water	gives	off	steam.
	v	adv	obj

**[T1b]** a transitive verb with a noun direct object. The adverb or adjective is always separated from the verb:

**\*let through** *v adv*

to allow (something or someone) to pass: [T1b]

Although not completely satisfied the committee	let	the report	through.
	v	obj	adv

They	let	it	through.
	v	obj	adv

**keep open v adj**

\*3 to save (a job) for someone, esp. during a time away: [T1b]

If you take this six-month overseas contract, will your firm **keep** your job  
v obj

**open** for you?  
adj

Yes, they'll **keep** it **open**.  
v obj adj

**[T4]** a transitive verb with a direct object. The object is a verb in the *-ing* form:

**\*give up v adv**

1 to stop doing or having (something): [T4]

The doctor told Jim to **give** **up** **smoking**.  
v adv v-ing

or

I **gave** **smoking** **up** **years ago**.  
v v-ing adv

**lead to v prep**

\*4 to be the cause of (something or doing something): [T4]

It's sleeping late in the morning that **leads** **to** **missing** the bus.  
v prep v-ing

**\*get round to v adv prep**

to find time for (doing something), esp. after delay: [T4]

After a long delay, he **got** **round** **to** **writing** the letter.  
v adv prep v-ing

**[T4a]** a transitive verb with a direct object. The object is a verb in the *-ing* form. The adverb always comes just after the verb:

**leave off v adv**

\*2 to stop (doing something); cease: [T4a]

Do you think it will **leave** **off** **raining** **soon**?  
v adv v-ing

**[T5]** a transitive verb with a direct object. The object is a clause beginning with *that*:

**\*point out v adv**

to show; explain; draw attention to (something or someone): [T5]

*I would like to point out that it is getting very late.*  
 v. adv that-clause

NOTE: [T5] verbs are not common in the passive.

**[T6]** a transitive verb with a direct object. The object is a clause beginning with a *wh*-word, *how*, or *as if*:

**\*figure out v adv**

2 to understand (something or someone) with difficulty: [T6]

*No one can figure out how the fire started.*  
 v adv wh-clause

NOTE: [T6] verbs are not common in the passive.

**[V3]** a transitive verb with a noun direct object and verb in the *to*-form (infinitive):

**lead on v adv**

\*3 to influence (someone) (to do something bad): [V3]

*The boy claimed that his criminal companions had led him on to steal*  
 v obj adv to-v

*the jewels.*

**\*pick on v prep**

2 to choose (someone) for a purpose, often unpleasant: [V3]

*The examiners can pick on any student to answer questions.*  
 v prep obj to-v

**\*keep on at v adv prep**

to repeatedly ask (someone) (to do something): [V3]

*She kept on at me to buy her a new coat, until in the end I agreed.*  
 v adv prep obj to-v

**[V4a]** a transitive verb with a noun direct object and a verb in the *-ing* form. The preposition comes just after the verb:

**\*result in v prep**

to have (something) as a result; end in (something): [V4a]

*The quarrel resulted in his mother leaving the house.*  
 v prep obj v-ing

**[V4b]** a transitive verb with a noun direct object and a verb in the *-ing* form.  
The preposition or adverb is always separated from the verb:

**keep from v prep**

\*2 to prevent or delay (someone or something)  
from (something or doing something): [V4b]

Don't let me	keep	you	from	going	out.
	v	obj	prep	v-ing	

**\*put up to v adv prep**

1. to encourage; give (someone) the idea of  
(doing something, usu. wrong): [V4b]

I think I know who	put	him	up	to	cheating.
	v	obj	adv	prep	v-ing

**[X1]** a transitive verb with a noun direct object and a noun complement that refers to the object:

**\*regard as v prep**

to consider (someone or something) to be  
(something): [X1]

They	regard	him	as	their enemy.
	v	obj	prep	n

**[X7]** a transitive verb with a noun direct object and a complement that refers to the object. The complement is an adjective:

**\*regard as v prep**

to consider (someone or something) to be  
(something): [X7]

Why do you	regard	him	as	foolish?
	v	obj	prep	adj

**[X9]** a transitive verb with a noun direct object and a complement that refers to the object. The complement is an adverbial:

**\*fit up v adv**

1 to supply (something or someone) with  
necessary things: [X9]

The bedroom can be	fitted	up	as an office.
	v	adv	adverbial



# A

**abandon to** *v prep*  
to give (something, someone, or oneself) completely to (something, such as a feeling or condition, or someone), often with a loss of effort or hope: [D1] *After her mother died, she abandoned herself to grief. The affairs of the nation have been abandoned to dishonest politicians.*

**abase oneself** *v pron*  
1 *fml* to make oneself humble: [T1 + oneself] *In former times, priests used to abase themselves before the gods.*  
2 to lower oneself morally: [T1 + oneself] *You have abased yourself by stealing from a poor old man.*

**abbreviate to** *v prep*  
to shorten (usu. a word) to (a shorter form): [T1 + to (often pass.)] *December is usually abbreviated to Dec.*

**abet in** *v prep*  
to help (someone) in (usu. wrongdoing): [T1 + in] *The jewel thieves were abetted in the robbery by some of the servants at the great house.*

**abide at** *v prep* → **ABIDE IN**

**abide by** *v prep*  
to be faithful to; obey (laws, agreements, etc.): [T1] *If you join the club, you must abide by its rules.* → **comply with, conform to**  
2 to accept (something): [T1 (no pass.)] *You must abide by the results of your mistakes.*

**abide in** *v prep* also **abide at**  
old use to live or stay in (a place): [L9 + in/at] *The king went to visit his daughter and abode in her palace for ten days.*

**abide with** *v prep*  
old use to stay with (usu. someone): [L9 + with] *"Abide with me; fast falls the eventide; The darkness deepens; Lord, with me abide."* (Henry Francis Lyte, religious song)

**abound in** *v prep*  
1 to exist in quantity in (somewhere): [L9 + in (simple tenses)] *Good fish abound in the North Sea.* → **teem in**

\*2 to be full of (something): [T1 (no pass., simple tenses)] *The book abounds in printing mistakes. The North Sea abounds in good fish.* → **abound with, swarm with, teem with** (1)

\***abound with** *v prep* → **abound in** (2), **swarm with, teem with** (1)  
to be full of (something): [T1 (no pass.)] *The book abounds with printing mistakes.*

**abscond from** *v prep*  
1 *fml* to go away from (a place) suddenly and secretly, esp. because one has done something wrong: [IØ + from] *The boy had absconded from his school.*

\*2 to avoid (a duty) by leaving: [T1] *You cannot abscond from your responsibilities.*

**abscond with** *v prep* → **elope with, go away** (4), **go away with** (2), **go off** (10), **go off with** (2), **run away with** (5), **waltz off with** (2)  
*fml* to go away secretly taking (something or someone) without permission; steal (something): [IØ + with] *The young writer absconded with his teacher's wife. The thief absconded with all the jewellery.*

**absent from** *v prep*  
*fml* to keep (oneself) away from (something) on purpose: [T1 + from (no pass.)] *If you absent yourself from more than two practices, you will be asked to leave.*

**absolve from** *v prep*  
*fml* to declare (someone) free from (guilt, blame, a duty, etc.): [T1 + from (usu. simple tenses)] *State education does not absolve a parent from his responsibilities to his child.*

**absorb in** *v prep* → **drown in** (3), **engross in, immerse in** (2), **immure in** (2), **soak in** (2), **steep in** (2), **submerge in** (2), **wrap up in** (3)

**be absorbed in** to give all one's attention to (something or doing something): *The writer was so absorbed in her work that she did not hear her visitor enter the room. Time passes quickly when you are absorbed in reading a good book.*

**absorb into** *v prep*  
1 to make (a substance) melt into or become part of (something such as (part of) the body): [T1 + into (often pass.)] *Certain chemicals are easily absorbed into the bloodstream, while others are not.*

2 to make (someone or something) gradually become part of (a larger group): [T1 + into (usu. pass.)] *People of many different nationalities have, over the years, been absorbed into the population of the city. Most little shops have been absorbed into big businesses.* → **assimilate into** (1)

**abstain from** *v prep* → **forbear from** (2), **refrain from** (2)

to prevent oneself from (doing something); avoid (something or doing something) by choice, but often with an effort: [IØ + from] *His family have always abstained from drink. The leaders asked their workers to abstain from voting.*

**abstract from** *v prep*  
1 to take (something) out of (something); separate; reduce: [T1 + from (often pass.)] *The article was abstracted from a longer book. Scientists can abstract precious medicines from ordinary substances.*

2 *euph.* to steal (something) from (something)