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柯林斯 COBUILD 英语短语动词词典

DICTIONARY OF
PHRASAL
VERBS

Helping learners with real English



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There is a workbook to accompany this dictionary:
**COLLINS COBUILD PHRASAL VERBS
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出版前言

自20世纪80年代末起,世界各国的英语教学界就对以全新构想编写的“柯林斯 COBUILD 英语词典系列”表示出极大的兴趣,并一致认为,该系列词典开创了高科技时代词典编纂的先河。这一系列词典是在世界著名的哈珀-柯林斯出版社(HarperCollins Publishers Limited)的支持下,由英国伯明翰大学(Birmingham University)词典编纂组经过十余年的努力,精心编纂而成。参与编写工作的有数百名英语教学、词典编纂和电脑软件专家。从词典的研制到出版花费了巨额的资金。

“柯林斯 COBUILD 英语词典系列”之所以被称为“以全新的构想编写而成的新一代辞书”,是因为英国伯明翰大学词典编纂组首先意识到电脑时代的到来对于词典编纂的意义,并将大型电脑运用于词典的编纂工作。由于电脑的发展,利用电脑庞大的存储和检索功能对大量语言现象作具体详尽的分析已成为可能。以往,词典编纂人员只能根据个别语言现象推断出词义和用法;现在,他们可以利用先进的电脑设备,输入和检索数以亿万字计的语料,根据大量而确切的语言数据来确定词义和用法。英国伯明翰大学词典编纂组就是根据上述原则,编纂了这一系列新颖独特的词典。

该系列所有词典中的例词和例句均取材于 COBUILD 英语语料库(The Bank of English)。该英语语料库的名称 COBUILD 系 **COLLINS BIRMINGHAM UNIVERSITY INTERNATIONAL LANGUAGE DATABASE** 的首字母缩略词,如果直译应该是“柯林斯-伯明翰大学国际语料库”。该语料库包含了小说和非小说类的多种语体,如电台和电视用语、日常自然会话、报刊杂志文章,也包含了英国英语、美国英语和澳大利亚英语及多种英语方言。

本社引进的《柯林斯 COBUILD 动词短语词典》正是以该语料库为依托,选取了3000余条常用的短语动词,列出了共5500余条释义。针对短语动词词义难记,用法各异的特点,本词典在释义后给出各种真实的例子,让读者了解该短语的语境及语体,同时,还辟出专栏表明该短语的语法构成,帮助读者从内容和形式两个方面理解该短语动词,以便更好地运用它们。

本词典的一大特色是在结尾部分附有语助词索引,使该词典在按字母顺序查阅之外多了一种检索方法。同时,该索引对短语动词中常见的语助词进行分类和归纳,总结了每个语助词的常见含义,使读者能对短语动词产生系统性的认识,有利于牢固记忆。

本词典还配有根据语助词分类的练习册供读者参考,以便读者进一步掌握和巩固这些短语动词。

为了提高我国的英语教学和科研水平,更好地为读者服务,上海外语教育出版社引进了“柯林斯 COBUILD 英语词典系列”,以让我国广大英语学习者和从事相关工作的人员能够获得更多更新颖的工具书。为此,上海外语教育出版社的编辑与哈珀-柯林斯出版社的编辑通力合作,对系列词典中的部分例句进行了修订,使它们更符合我国国情。毋庸置疑,如同其他词典一样,本系列词典在编校过程中难免仍有疏漏和失误,敬请广大读者批评指正。

需要说明的是,本系列词典的例证均取自 COBUILD 英语语料库,采用这些例句的目的是为了说明词目的语义、语法特征及用法,并不代表原出版者和本社的观点。

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Foreword

THIS DICTIONARY concentrates on one particular aspect of the grammar and vocabulary of English: combinations of verbs with adverbial or prepositional particles. They are extremely common in English.

These combinations are generally called *phrasal verbs*. They are often a particular problem for learners of English. There are several reasons for this. One reason is that in many cases, even though students may be familiar with both the verb in the phrasal verb and with the particle, they may not understand the meaning of the combination, since it can differ greatly from the meanings of the two words used independently. For example, *make*, *put*, *out*, and *off* are all very common words which students will encounter in their first weeks of learning English, and yet the combinations *make out* and *put off* are not transparent. *Make out* can mean 'perceive' or 'imply', and *put off* can mean 'postpone' or 'deter', amongst other meanings: these meanings are unrelated to the meanings of the individual words in the combinations. The fact that phrasal verbs often have a number of different meanings adds to their complexity.

There are some particular grammatical problems associated with phrasal verbs. For example, there are restrictions on the positions in which an adverb can be placed in relation to the object of a verb. Some particles, such as *about*, *over*, *round*, and *through* can be used as both adverbs and prepositions in particular phrasal verbs combinations, although in other combinations they are used either adverbially or prepositionally. Some phrasal verbs are not normally used with pronouns as objects, others are normally only used with pronouns as objects. The Extra Column of this dictionary gives detailed information about the grammatical behaviour of phrasal verbs: see pages ix-xvi.

There are other difficulties, such as the fact that there are frequently strong collocational associations between phrasal verbs and other words. Thus, in some cases a particular word or small set of words is the only one normally found as the subject or object of a particular verb. We show on page viii how the explanations in the dictionary give guidance on this.

It is often said that phrasal verbs tend to be rather 'colloquial' or 'informal' and more appropriate to spoken English than written, and even that it is better to avoid them and choose single-word equivalents or synonyms instead. Yet in many cases phrasal verbs and their synonyms have different ranges of use, meaning, or collocation, so that a single-word synonym cannot be substituted appropriately for a phrasal verb. Single-word synonyms are often much more formal in style than phrasal verbs, so that they seem out of place in many contexts, and students using them run the risk of sounding pompous or just unnatural. We include notes on synonyms and antonyms to help with this.

The set of English phrasal verbs is constantly growing and changing. New combinations appear and spread. Yet these new combinations are rarely made on a random basis, but form patterns which can to some extent be anticipated. Particles often have particular meanings which they contribute to a variety of combinations, and which are productive: that is, these fixed meanings are used in order to create new combinations. This dictionary contains an index of the particles, showing the different meanings and listing the phrasal verbs containing those meanings. In this way, you can understand the patterns underlying the combinations, and you can see the relationship in meaning between, for example, *cool off*, *ease off*, and *wear off*, or

between *hook up*, *join up*, and *link up*.

The Collins COBUILD Dictionary of Phrasal Verbs lists over three thousand combinations of verbs with adverbs or prepositions, explaining over five and a half thousand different meanings. These are the combinations which are in common use in everyday modern English. We can make this statement with confidence because the dictionary has been based on a detailed computational study of the extensive Birmingham Collection of English Texts, now part of The Bank of English.

What sorts of item can you expect to find in this dictionary? Different people have different definitions of 'phrasal verb', and different ideas about which particles can be used to form phrasal verbs. The following list contains all the particles which we use in this dictionary:

aback	around	between	of	through
about	as	beyond	off	to
above	aside	by	on	together
across	at	down	onto	towards
after	away	for	out	under
against	back	forth	over	up
ahead	before	forward	overboard	upon
along	behind	from	past	with
among	below	in	round	without
apart	beneath	into		

In addition, there are cases of combinations with two particles, such as *out of* and *in with*.

The headwords included in this dictionary range from combinations the meanings of which are highly unpredictable to reasonably predictable ones. In between these extremes are combinations which have reasonably predictable meanings reinforced by habitual collocation. There is a general shading of meaning from one extreme to the other, but it is possible to point to four main types of combination of verbs with particles.

- 1 combinations where the meaning of the whole cannot be understood by knowing the meanings of the individual verbs and particles. Examples are *go off* (= 'explode'), *put off* (= 'postpone'), and *turn down* (= 'reject').
- 2 combinations where the verb is always used with a particular preposition or adverb, and is not normally found without it. Examples are *refer to* and *rely on*. We also include similar cases where a verb is always used with a particular preposition or adverb in a particular meaning.
- 3 combinations where the particle does not change the meaning of the verb, but is used to suggest that the action described by the verb is performed thoroughly, completely, or continuously. For example, in the combination *spread out*, the verb *spread* has its basic meaning, and the adverb *out* adds ideas of direction and thoroughness. In *link up*, the particle *up* adds an idea of completeness to the idea of connection. In *slave away* and *slog away*, the particle *away* adds an idea of continuousness to the idea of hard work. These combinations are sometimes called 'completive-intensives'.
- 4 combinations where the verb and particle both have meanings which may be found in other combinations and uses, but where there is overwhelming evidence in our data that they occur together. For example, in the combination *fight back*, the verb *fight* has the same meaning that it normally does in isolation, and *back* is used in a similar way in other combinations such as *phone back* and *strike back*. Yet *fight* and *back* frequently occur together in our data, and we have decided to treat this as a unit in the dictionary. Such combinations are sometimes called 'literal phrasal verbs'. In addition, we mention as the first meaning of *come out*

'leave a place' and of *go up*, 'move to a higher position'. These meanings can of course be easily understood. However, *come out* has nineteen meanings altogether in this dictionary and *go up* has thirteen: most of these are not transparent and cannot be understood so easily. We do not give literal meanings and combinations for all verbs. We have, however, widened the scope of our coverage in the cases of thirty-eight common verbs which occur in a large number of combinations with different particles, and which have many non-transparent meanings. These verbs are especially problematic for students of English. The thirty-eight verbs are:

break	fall	kick	make	put	stay
bring	get	knock	move	run	stick
call	give	lay	pass	send	take
cast	go	lie	play	set	talk
come	hang	live	pull	sit	throw
cut	hold	look	push	stand	turn
do	keep				

We include in this dictionary fixed expressions with verbs and particles, together with the word *it*: for example, *go for it* and *step on it*. We do not include other fixed expressions with verbs and particles: for example, *keep up with the Joneses*, *push up the daisies*, and *skate on thin ice*. These are idioms, rather than phrasal verbs, and they are included in a companion volume, the Collins COBUILD Dictionary of English Idioms (forthcoming).

The following table summarizes the combinations which we include and those which we do not.

example	phrasal verb type	included?	category no.	reason
We really went to town.	idiom	no		<i>town</i> is part of the idiom
The town went up.	non-literal	yes	go up 10	new meaning = 'explode'
The number refers to the day.	fixed particle	yes	refer to 3	<i>refer</i> always occurs with <i>to</i>
It's going along fine.	completive	yes	go along 4	particle reinforces verb
Thomas hit back.	semi-literal	yes	hit back 1	frequent occurrence
We went up the hill.	literal	yes	go up 1	common verb and particle
Don't walk on the grass.	literal	no		meaning is clear

This dictionary gives extensive information about phrasal verbs in English. The facts are presented in a very simple way, with plenty of real examples. We hope you find this book useful. We would be pleased to hear your comments and criticisms, which are tremendously useful to us in improving the range of COBUILD dictionaries.

John Sinclair
Editor in Chief
 Professor of Modern English Language,
 University of Birmingham

Rosamund Moon
Senior Editor

A Guide to the Use of the Dictionary

Finding phrasal verbs and meanings

The order of entries is alphabetical, according to the verb in the phrasal verb headword. Phrasal verbs which contain the same verb but different particles are arranged in alphabetical order of the particle. So that the order of phrasal verbs beginning with *n* is:

naff off
nail down
nail up
name after
name for
narrow down
nestle up
nibble at
nod off
nose about
nose around
nose out
notch up
note down
number among

Note, for example, that all the phrasal verbs containing the verb *go* are explained before phrasal verbs containing other verbs beginning with the letters *go-*, such as *goad* and *gouge*.

Some phrasal verb combinations contain two particles. In the dictionary, combinations like this, where the second particle is compulsory, are listed as phrasal verb headwords, in their correct alphabetical place in the sequence:

get out
get out of
get over
get over with
get round
get round to
get through

Other phrasal verbs are typically, but not always, used with a second particle. In these cases, the second particle is mentioned in the definition and shown as an optional structure in the Extra Column, but it does not appear in the phrasal verb headword. *Onto* is a special problem as it can be spelled both as one word and as two. We show both spellings if it is a phrasal verb headword in its own right.

get on to, get onto

In other cases where *-to* is optional, we mention it in the explanation, and in the Extra Column as *+to*, but not in the actual headword. Phrasal verbs with *into* are treated separately from ones with *in*, even though there may be little difference in meaning.

Many phrasal verbs have more than one meaning. The different meanings are usually

arranged in order of frequency, so that the commonest ones come first. Different meanings are nearly always explained in separate paragraphs.

Verb forms and spelling

1 All the forms or inflections of a verb are given in bold letters at the beginning of each sequence of phrasal verbs containing that verb. They are listed in the order: base form, third person form of the present tense (-s form), present participle (-ing form), past tense (-ed form), and past participle (-n form) if this is different from the past tense form. If there are alternative spellings for a form, both spellings are given. For example:

fill, fills, filling, filled
give, gives, giving, gave, given
go, goes, going, went, gone
leap, leaps, leaping, leaped/leapt
put, puts, putting

All other irregularities are explained in a note after the forms.

2 If a verb has two spellings, for example if it is spelled differently in British English and American English, this is mentioned in a note after the forms.

plough, ploughs, ploughing, ploughed
Plough is also spelled **plow** in American English.

Explanations

The explanations of phrasal verbs are in simple English. They do not just tell you about the meaning of the phrasal verb, but also show you how it is typically used: what kinds of word collocate with it, what kind of thing is usually mentioned as the subject or object of the verb, and what sort of sentence structure it is used in. For example, the explanation for **map out** says:

If you **map out** a plan or task, you work out in detail how you will do it.

This tells you that a person is usually mentioned as the subject of the verb, whereas the object is usually a word which is similar in meaning to *plan* or *task*. In the same way, the explanation for the first meaning of **keep on** says:

If you **keep on** doing something, you continue to do it and do not stop.

This tells you that you usually use the phrasal verb with the -ing form of a verb. This kind of grammatical information is also given in the Extra Column.

Examples

The dictionary contains a large number of examples taken from the Birmingham Collection of English Texts. They show how speakers and writers of English actually use phrasal verbs. These examples are chosen to illustrate the grammatical patterns associated with the phrasal verbs, and they are generally arranged in the same order as the patterns appear in the Extra Column.

Style and usage

Phrasal verbs are generally more common in spoken or informal English than in written or formal English. When phrasal verbs are only found in very informal contexts, we state this in the explanation. Similarly, we tell you when a particular phrasal verb is only used in formal or technical contexts, or when it is found mainly in either British English or American English.

Synonyms and antonyms

Synonyms are words which mean almost the same as each other, and antonyms are words which mean the opposite. In this dictionary, we give notes on synonyms and antonyms after the explanation and examples. They are introduced by the symbol ●. There are very few cases where two words or expressions mean exactly the same as each other, but you should be able to substitute the synonyms which we give in most contexts, without greatly changing the meaning. We often give another phrasal verb as a synonym, and in this case, you can look up the other word to find out about any differences between them: there may be differences in grammar as well as slight differences in meaning. Many phrasal verbs have synonyms which are single words, but these words are much more formal. The synonym notes give information about this, and about other differences in usage. The antonyms which we give are usually other phrasal verbs, and in most cases these pairs of antonyms describe opposite processes, such as *putting on* and *taking off*, or *coming in* and *going out*.

Derived words

It is quite common in English for nouns and adjectives to be formed by combining verbs and particles, and they are often very closely related to phrasal verbs. For example, if someone makes a *getaway*, they *get away* from a place in a hurry, perhaps after committing a crime. Sometimes the order of verb and particle is reversed: an *off-putting* person is someone who *puts you off* or causes you to dislike them. Sometimes both orders are found: *break-out* and *outbreak* are both linked to the phrasal verb *break out*. In this dictionary, we give such nouns and adjectives in the entries for the phrasal verb combinations, so that *getaway* is explained in the entry for *get away*. If they are closely linked with a meaning of the phrasal verb, they appear in the same paragraph, after the examples and any synonym notes, and they are introduced by the symbol ►. If there is not such a clear link, they appear in a paragraph on their own.

Cross-references

Sometimes, verbs can be used with different particles, but the phrasal verb combinations may mean exactly the same as each other. For example, you can often substitute *about* or *around* for *round* without changing the meaning at all. In such cases, we treat the identical meanings together at the commonest form, and put a cross-reference at the less common ones. There may be a difference in formality between the variations: *upon* is generally more formal than *on*, and we mention this in the cross-reference.

The Particles Index

At the end of this dictionary is an index to the particles occurring in the phrasal verbs which we have included. This index explains the common meanings that particles contribute to phrasal verb combinations, and lists the phrasal verbs in which those meanings appear. New phrasal verbs are continually being created, and you may hear or read a combination which we have not included. By using the index, you should be able to understand the meaning of many such new combinations.

Grammar notes in the Extra Column

In this dictionary, grammatical information is given in the Extra Column, to the right of the explanations. The Extra Column shows all the ways in which phrasal verbs are normally used, setting out each pattern on a separate line, with the most frequent patterns first. The following pages explain the meanings of the abbreviations and words in the Extra Column, and how to use the information.

Grammatical information about phrasal verbs is given as a series of patterns. In each pattern, we state the word classes of the words in order, linking them together with +. We use / to indicate alternatives.

The following abbreviations are used in the patterns. They are given in alphabetical order. **ADV**, **N**, **PREP**, **PRON**, **REFL** and **V** are the most important abbreviations as they are used in the basic patterns to give information about verb transitivity and the particles. We explain the meaning of structures with prepositions such as +*to* or +*with* after the other abbreviations. See also pages xiii-xvi, which give further information about phrasal verb syntactic patterns.

- A** means adjunct. An adjunct consists of an adverb or prepositional phrase, and usually expresses time, place, manner, or condition. A is used in **WITH A** or +**A** to indicate that you use the phrasal verb with an adjunct in addition to the particle in the phrasal verb itself. An example is **go down 3** which is labelled **V+ADV: USUALLY+A: EG I have to go down to Brighton**.
- ADJ** means adjective and it is used in **WITH ADJ** or +**ADJ** to indicate that you use an adjective after the phrasal verb.
- ADJECTIVE** is used in the Extra Column to indicate that a derived word is used as an adjective.
- ADV** means adverb or adverbial particle. It usually refers to the adverb in the phrasal verb headword, but we also sometimes use it when mentioning following structures. **ADV/PREP** means that the particle can be used as an adverb or preposition, but that it is more often used as an adverb. We usually use this notation when we need to simplify a long list of patterns.
- C** means complement. A complement consists of an adjective or noun group, and adds information about the subject of the verb, or sometimes its object. C is used in **WITH C** or +**C** to indicate that you use the phrasal verb with a complement.
- ERGATIVE** is used to refer to a group of verbs which can be either transitive or intransitive. If the verb is transitive, it links a subject and object, describing how the subject affects or causes a change in the object. If it is intransitive, the subject is the thing that is affected or changed, and there may be no mention of what causes the change. The subject of the verb when it is intransitive refers to the same person or thing as the object of the verb when it is transitive. An example is **pull out 3**: EG *We've invested too much money and manpower to pull out now ... He pulled his party out of the coalition*.
- if* is used in + *if* to indicate that you use the phrasal verb with a clause beginning with the conjunction *if*. An example is **make out 2** which includes the pattern **V+ADV+if**: EG *I can't make out if Nell likes him or not*.
- IMPERATIVE** is used in patterns such as **IMPERATIVE: V+ADV** to indicate that the phrasal verb is always used in the imperative or in reported imperatives, for example after the verb *tell*. It is used in **ALSO IMPERATIVE** to indicate that the phrasal verb is often used in the imperative. The imperative form of a verb is its base form, and there is no subject. You use imperatives when you are giving orders, making invitations, reacting to someone else's actions or words, and so on.
- ING** is used in **WITH -ING** or +**-ING** to indicate that you use the phrasal

verb in a structure with the present participle, or *-ing* form, of another verb. An example is **end up 2** which includes the pattern **V+ADV: WITH -ING** EG *We ended up taking a taxi there.*

it is used in **V+it+ADV** or **V+it+PREP** to indicate that the object of the verb must be the pronoun *it*. Note that you cannot use these structures in the passive. An example is **sweat out 1**: EG *He sweated it out to the end.* We give the pattern **V+PREP+it** when the preposition must be followed by *it*. In these cases, *it* does not have a specific meaning, but is often used to refer vaguely to the general situation. Such expressions are often regarded as idioms, but we include them here for the sake of completeness.

N means noun group: that is, a phrase consisting of a noun and perhaps a determiner such as *a* or *the* and an adjective. The noun group may also consist of an indefinite pronoun such as *someone*, *everybody*, or *nothing*, but not a personal pronoun or reflexive pronoun, as these are referred to as **PRON** or **REFL**: see below.

We use **N** in order to show that a verb is transitive, and where you put the adverb in the headword in relation to the object of the verb: **N** refers to the object of the verb. Very often, two possible positions are indicated with two patterns, **V+ADV+N** and **V+N+ADV**. You usually follow the pattern **V+ADV+N** when you want to give a special focus or emphasis to the noun group, for example because the noun group contains new information. You usually follow the pattern **V+N+ADV** when you do not want to give special focus to the noun group, for example because the noun group contains information that has already been given. It is often the case that you follow the pattern **V+ADV+N** when the object or **N** is a long noun group or has a relative clause dependent on it, and you follow the pattern **V+N+ADV** when the object or **N** is fairly short, perhaps consisting of only one or two words. This is because we tend to use short noun groups when we are referring to something which has already been mentioned or whose identity is clear in the situation.

If the particle in the headword is a preposition, you almost always put the object of the verb between the verb and the prepositional phrase, and this is coded as **V+N+PREP**.

Transitive phrasal verbs can be used in the passive unless the Extra Column says **NO PASSIVE**.

N COUNT is used in the Extra Column to indicate that a derived word is used as a count or countable noun. This means that you can use it in the plural and that if you use it in the singular, you must use a determiner such as *a* or *the* in front of it. We do not give the plural form unless the *-s* ending is added to the middle of the word rather than to the end.

NEGATIVE is used in **WITH NEGATIVE** to indicate that you use the phrasal verb in a negative structure. This can mean that the verb is used in the negative, or that the clause contains a negative structure using words such as *hardly*, *scarcely*, or *never*. An example is **dream of 1** which is labelled **V+PREP: WITH NEGATIVE**: EG *I wouldn't dream of asking my mother to look after her.*

N PLURAL is used in the Extra Column to indicate that a derived word is only used in the plural. It does not have a singular form, and you use it with a plural verb.

- N SING** is used in the Extra Column to indicate that a derived word does not have a plural form, and that you must use a determiner such as *a* or *the* in front of it. You use it with a singular verb.
- NUMBER** is used in **WITH NUMBER** to indicate that you use a number after the phrasal verb.
- N UNCOUNT** is used in the Extra Column to indicate that a derived word is used as an uncount or uncountable noun. This means that it does not have a plural form, and that you cannot use it after *a* or *one*. You use it with a singular verb.
- PASSIVE** is used in **USUALLY PASSIVE** to indicate that the phrasal verb is usually used in the passive. It is also used in **NO PASSIVE** to indicate that the phrasal verb is never used in the passive, although it contains a transitive verb. It is used in **HAS PASSIVE** after a notation such as **V+PREP** or **V+ADV+PREP** in order to indicate that although the verb is intransitive, you can use it in the passive, with the object of the preposition becoming the subject of the verb. If a phrasal verb is always passive, its pattern is given as **PASSIVE: V+ADV**, and so on. We do not mention any object because a verb does not have an object when it is passive.
- PREP** means preposition or prepositional particle. You need to put a noun group after the preposition. **PREP/ADV** means that the particle can be used as a preposition or adverb, but that it is more often used as a preposition. We usually use this notation when we need to simplify a long list of patterns.
- PRON** means personal pronoun. As the personal pronoun is the object of the verb, you use the object form. The object forms are *me, you, him, her, it, one, us, and them*. If you use a personal pronoun as the object of the verb, you always put it between the verb and its particle.
- QUOTE** is used in **+QUOTE** to indicate that you use the phrasal verb as a reporting verb, with direct speech or a quote. An example is **point out 2** which includes the pattern **V+ADV+QUOTE**: EG '*It's a golden opportunity, really,*' *Johnson pointed out.*
- RECIPROCAL** is used to refer to a group of verbs which refer to a relationship or connection between two people or two groups as part of their meaning. If only one person or group is mentioned as the subject of the verb, then you mention the other one after the preposition *with*. You can also mention both people or groups as the subject of the verb. In this case, you do not use the preposition *with*, although you sometimes use the adverb *together*. An example is **join up 1**: EG *We joined up with two young men and went along to a road-house ... The two families joined up for the rest of the holiday.*
- REFL** means reflexive pronoun. The reflexive pronouns are *myself, yourself, himself, herself, itself, oneself, ourselves, yourselves, and themselves*. You use a reflexive pronoun when the object of the verb refers to the same person or thing as the subject of the verb, and you put it between the verb and its particle. We give the pattern **V+PREP+REFL** when the preposition must be followed by a reflexive pronoun.
- REPORT** is used in **+REPORT** to indicate that you use the phrasal verb as a