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# Phrasal Verbs

Dictionary for Learners of English

## 牛津英语短语动词词典

[英语版]



外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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**牛津英语短语动词词典**

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## Short Forms and Symbols Used in the Dictionary

<b>adj</b>	adjective	<b>pl.</b>	plural
<b>AmE</b>	American English	<b>sb</b>	somebody
<b>BrE</b>	British English	<b>sing</b>	singular
<b>C</b>	countable noun	<b>sth</b>	something
<b>etc.</b>	et cetera (= and so on)	<b>U</b>	uncountable noun
<b>n</b>	noun		

See also p x for an explanation of the abbreviations used in the grammar patterns.

## Symbols Used in the Dictionary

<b>SUBJ</b>	shows common subjects of the phrasal verb
<b>OBJ</b>	shows common objects of the phrasal verb
<b>SYN</b>	shows a verb with a similar meaning
<b>OPP</b>	shows a verb with the opposite meaning
<b>NOTE</b>	introduces a note on grammar or usage
<b>G</b>	shows the grammar patterns of the phrasal verb
<b>IDM</b>	idiom(s) section of the entry
<b>▶</b>	derivative section of the entry
<b>→</b>	means 'look at'
<b>~</b>	replaces the key verb in a menu box
<b>△</b>	taboo (see Labels below)

## Labels Used in the Dictionary

<b>AmE</b>	describes verbs, expressions, spellings and pronunciations used in American English and not in British English, for example <i>beat on sb</i> , <i>blimp out/up</i> , <i>duke it out</i> .
<b>approving</b>	verbs show that you feel approval or admiration.
<b>BrE</b>	describes verbs, expressions, spellings and pronunciations that are mainly used in British English and not in American English, for example <i>beaver away (at sth)</i> , <i>doss down</i> , <i>put (the clocks) back</i> .
<b>disapproving</b>	verbs show that you feel disapproval or contempt, for example <i>dumb sth down</i> , <i>flash sth about</i> .
<b>figurative</b>	a figurative example is one in which language is used in a non-literal or metaphorical way, as in <i>His anger blazed up</i> (= suddenly became very strong) <i>uncontrollably</i> .
<b>formal</b>	verbs are usually only used in serious or official language and would not be appropriate in normal everyday conversation. Examples are <i>abide by sth</i> , <i>embark on/upon sth</i> , <i>vie for sth</i> .
<b>humorous</b>	expressions are intended to be funny, for example <i>toddle off</i> and <i>We've rounded up some good speakers for the conference</i> .
<b>informal</b>	verbs are used between friends or in a relaxed or unofficial situation. They are not appropriate for formal situations. Examples are <i>bang on about sth</i> , <i>kick back</i> , <i>tuck into sth</i> .
<b>less formal</b>	synonyms are verbs that have a similar meaning to the main phrasal verb, but are used in less official situations or are more common in normal everyday conversation.
<b>less frequent</b>	verbs or grammar patterns are not used as often as the main phrasal verb or the other grammar patterns given.
<b>literary</b>	verbs are used mainly in literature and imaginative writing. Examples are <i>yearn for sb/sth</i> , <i>eke out sth</i> .
<b>more formal</b>	verbs have a similar meaning to the main phrasal verb, but are usually used in more serious or official situations, or in a less casual way.
<b>old-fashioned</b>	verbs are passing out of current use, for example, <i>buck up</i> , <i>gad about/around</i> , <i>run along</i> .
<b>rare</b>	verbs or grammar patterns are not commonly used.
<b>slang</b>	is very informal language, mainly used in speaking and sometimes restricted to a particular group of people, for example people of the same age or those who have similar interests or do the same job. Examples are <i>want in</i> , <i>want into sth</i> , <i>juice sth up</i> .
<b>spoken</b>	verbs are used mainly in informal conversations, for example <i>Tea's up!</i> <i>chuck sth out</i> .
<b>taboo</b>	verbs and expressions are likely to be thought by many people to be obscene or shocking and you should avoid using them.
<b>written</b>	verbs are used mainly in written language, for example <i>abound in/with sth</i> , <i>spring from sth</i> .

## Key to the Dictionary Entries

Information in the dictionary is given in **entries**, arranged in the alphabetical order of the key words and then in the alphabetical order of the particles.

### Main parts of an entry

Key word with pronunciation and irregular forms.

Phrasal verb. The main forms of the verb + particle are given with the stress.

Definition. The meanings of the verb.

Examples (in *italic type*).

Grammar patterns to show how the verb is used.

**blow** /bləʊ; AmE blou/ (**blew** /blu:/ **blown** /bləʊn; AmE bloun/)

**blow a'way; blow sth a'way** to be moved or carried away by the force of the wind or by sb's breath; to move in this way: *It was so windy the tent nearly blew away!* ◊ *A sudden breeze blew his newspaper away.* ◊ *She blew away the dust on the lid.*

◆ v + adv • v + n/pron + adv • v + adv + n

**blow sb a'way 1** (*informal*) to impress sb a lot; to surprise or please sb: *I saw this play last year and it just blew me away.* **2** (AmE, *informal, sport*) to defeat sb *easily*: *Mitchell blew away the other runners.*

◆ v + n/pron + adv • v + adv + n

### Further information in an entry

Special symbols show **synonyms and opposites**.

Information on prepositions frequently used with the verb.

Common phrase in **bold type**.

Idiom related to the verb.

Derivative adjective related to the verb.

Information on grammar and usage.

**stand 'out 1** (*against/from sth*) to be clearly visible: *His yellow jacket stood out clearly against the grey hillside.* ◊ *The church tower stands out against the sky.* ◊ *A small figure in red stood out from the rest of the group.* **SYN** **stick out 2** (*as/from sb/sth*) to be much better or more

important than other people or things: *This building stands out from the rest because of its superior design.* ◊ *She's the sort of person who always stands out in a crowd.* **3** (*against/for sb/sth*) to oppose or refuse to accept sth that you believe is wrong: *Parents often stand out against troublesome behaviour for some time, then give in.* **SYN** **stick out for sth; hold out against/for sth**

◆ v + adv

**IDM** **stand out like a sore thumb** to be very noticeable in an unpleasant way: *Dressed like that, you'll stand out like a sore thumb.*

▶ **out'standing** **adj** **1** excellent: *an outstanding young actress* **2** [usually before noun] very obvious or important: *Lake Baykal is one of earth's outstanding features.* **3** (of payment, work, problems, etc.) not yet paid, done, solved, etc: *to repay outstanding debts* ◊ *I don't have any urgent work outstanding.*

▶ **out'standingly** **adv** **1** used to emphasize the good quality of sth: *outstandingly beautiful/successful* **2** extremely well: *Owen has played outstandingly this season.*

# GUIDE to USING the DICTIONARY

## Finding Verbs in the dictionary

### 1 What is in the dictionary?

In this dictionary we include several different types of verbs that are used with adverbs or prepositions, (often called 'particles').

- a Idiomatic verb + particle combinations.** Sometimes when you meet combinations of verb and particle, it is impossible to guess the meaning in the context from the meaning of the verb and the meaning of the particle. Examples of these are **fall through** (meaning 'not happen') and **put up with somebody** (meaning 'accept somebody who is annoying without complaining'). There is often a single-word verb with the same meaning. For example, instead of 'The meeting was **put off** until the next day', we could say 'The meeting was postponed until the next day'. Single-word verbs, however, may be more formal than the phrasal verb, or used in slightly different contexts.
- b Verbs which are always followed by a particular particle.** Examples of these are **rely on**, **crop up**, **abide by**. These cannot be used without the particle.
- c Verbs that are followed by a particle in a particular meaning.** These verbs can be used on their own without a particle, but have a different meaning when they are used with one. **Brush sth up** is an example of a verb like this. **Brush sth** can be used on its own meaning 'clean, polish or make sth smooth'. **Brush sth up** means 'study or practise sth to get back the skill or knowledge that you had in the past': You should brush up your French before you go to France. Other examples are **nod/nod off**, **grow/grow up**, **walk/walk out**. Many very common verbs fall into this group. **Look**, for example, can be used with several different particles, and it has a special meaning with each one that is different from **look** on its own. **Look up** the word in your dictionary. ◊ I'm really looking forward to the trip. ◊ **Look out!** There's a car coming. Some more formal verbs also fall into this group. For example you can 'furnish a room', that is, put furniture in it, but if you 'furnish somebody with something' you are giving them some useful information.
- d Verbs with a particle, where the particle adds to, but does not change, the basic meaning of the verb.** The particle often adds something to the meaning, such as completeness. For example, you can say 'I'll **finish** my work and then I'll go out' or 'I'll **finish off** my work and then I'll go out.' **Finish off** emphasizes that you are completing your work. Another example is **wake/wake up**. You can either say 'I woke at 6.30' or 'I woke up at 6.30.' **Woke up** is much more common than **woke**, which is used more in formal or written English. Other examples are **spread/spread out**, **fade/fade away**, **slave/slave away**. You will find more information about the meaning of the particles in the **Guide to the Particles** at the back of the dictionary.
- e Verbs plus particles where each has their normal meaning.** **Phone back** (meaning 'telephone sb again') is an example of a verb like this. The meaning of **phone back** can be worked out from the meaning of **phone** and **back**. Verbs of this type have been included in the dictionary where the combination of verb

and particle are very common, or where there is something unusual or interesting about the verb. For example, **phone back** can mean two slightly different things ('telephone somebody who has called you', or 'telephone sb for a second time'); **pin sth up** means 'fasten something to a wall with pins', but there is also a noun **pin-up**, meaning 'a picture of an attractive person designed to be put up on a wall for people to look at', or 'the person who appears in a picture like that'.

All these types of verbs can cause problems for learners, and so they have been included in this dictionary.

## 2 Particles

These are the particles used with phrasal verbs in this dictionary. The \* shows you which are the most common. You will find more information about those particles in the **Guide to Particles** at the back of the dictionary.

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

## 3 Long verbs

Some verbs, such as **come**, **go**, **put** and **take** are used with many different particles. In these cases you will find literal meanings of the verb plus particle included for completeness. These meanings can also help you understand the idiomatic uses of the verb plus particle. For example, at **run around**, you will find the literal meaning 'run in different directions' (*It's a lovely park to run around in*) as well as the idiomatic meaning 'move very quickly from place to place, being very busy' (*I've been running around all day trying to organize the meeting.*).

At the beginning of many of these verbs you will find a menu box with a list of all the particles that can be used with the verb, in the order they appear in the dictionary.

These verbs are:

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

It is also possible to add many different particles to verbs of movement to create 'multi-word' verbs with literal meanings. For example, we can use the verb **walk** in these sentences: *We walked down the road.* ◊ *He walked up to me and asked me for a light.* ◊ *We sang as we walked along.* ◊ *Walk across the road, don't run.* These are straightforward combinations of verb and particles.



## 4 Finding the verb you want

The phrasal verbs are arranged in the dictionary under their key verbs (for example, **give, move, sit**) and then in alphabetical order of the particles. Within each particle you will first find the verb + particle, with no object. Then there are meanings of the verb that can be used both without an object and with an object. After that, there are meanings of the verb used only with an object, first verbs with people as objects (sb), then verbs that can have people or things (sb/sth) and then verbs with only things as objects (sth). Verbs with *itself, yourself, etc.* come at the end of those, and verbs that are only used in passive forms will be last. For example:

give up; give sth up  
give sb up  
give sth up  
give yourself up

break in  
break sb/sth in  
break sth in  
break into sth

put sb out  
put sth out  
put yourself out  
be put out

## Using Phrasal Verbs

### 1 The phrasal verb

The arrangement of the verbs in the dictionary will tell you whether they can be used without an object, (INTRANSITIVE), with an object (TRANSITIVE) or both with and without an object. Look at the beginning of the entry for **break down**:

**break 'down** **1** if a vehicle, etc. breaks down, it stops working because of a fault: *The washing machine has broken down again.* ◊ We (= our car) *broke down twice on the way home.* **2** if talks,

This shows you that in this meaning **break down** is an intransitive verb, used without an object: *My car broke down on the way to work this morning.*

There are two forms of the verb at **burn down**:

**burn 'down; burn sth 'down** if a building burns down, or sb burns it down, it is destroyed by fire: *The palace burnt down in the nineteenth century.* ◊ *She threatened to burn the house down.*

This shows you that you can use **burn down** as a transitive and an intransitive verb in this meaning. The definition also shows you how to use it. Look at the beginning of the entry for **wake up**.

**wake 'up; wake sb 'up; wake yourself 'up** **1** to stop sleeping; to make sb stop sleeping: *How many times does the baby wake up in the night?* ◊ *I usually wake up early in the summer.* ◊ *You look as if you've only just woken up!* ◊ *Can you wake me up at 8?* ◊ *He was woken up by the sound of*

This tells you that you can use it as an intransitive verb (*What time did you wake up this morning?*), and as a transitive verb with an object (*I'll wake you up at 6.30.*) or with **yourself** (*I must have shouted so loudly while I was dreaming that I woke myself up.*)

At **keep out**, you will see:

**keep 'out; keep 'out of sth** to not enter a place; to remain outside: *There was a sign saying 'Keep out!'. ◊ Please keep out of the office while I'm working.*  
⊕ v + adv + v + adv + prep

This tells you that in this meaning you can use the verb on its own (*Danger! Keep*

**out**) or as a transitive verb with the adverb + preposition **out of**, followed by a noun or pronoun (**Keep out of my way**).

If the verb can also be used with an **-ing** form of a verb that follows it, this is given at the beginning:

**rush 'into sth; rush 'into doing sth; rush sb 'into doing sth** to do or decide sth quickly without thinking about it carefully; to make sb do this: *Don't go rushing into anything.* ◊ *You*

This tells you that all these sentences are possible: *Don't rush into anything.* ◊ *Don't rush into leaving your course.* ◊ *Don't rush me into making a decision.*

- ▶ More information about the grammar of phrasal verbs is given in the section on Grammar Patterns (page x)

## 2 Common subjects and objects

At the end of many of the verbs, or at the end of a numbered meaning, you will find some common subjects or objects. These show you the type of contexts that the verb is often used in, so that you can use it correctly yourself. For example, at **break out**, you will see:

**break 'out 1** if sth unpleasant such as a fire, a war, etc. breaks out, it starts suddenly: *They would have got married in 1939 if war had not broken out.* ◊ *A fire broke out on a ferry yesterday.*  
**SUBJ** war, fire, fighting, row, violence **2** (also

Sentences such as **Fighting has broken out on the border**; **Fire broke out** in a warehouse. ◊ **A furious row broke out over the ownership of the painting** are therefore very common and acceptable in English.

You can use these subjects and objects to help you use the verbs in the right context.

## 3 Synonyms and opposites.

When there are helpful synonyms or opposites, these are given in alphabetical order, synonyms and opposites that are phrasal verbs first and then single-word verbs. These will help you understand the verb and add to your vocabulary. Information is also given about the formality of the synonym or opposite and whether it is British or American. As the contexts that the synonyms are used in may not always be exactly the same as the original phrasal verb, it is worth looking them up in this dictionary or another dictionary to be sure that you understand them and how they are used. For example, while **knock down** can be used instead of **break down** in the examples given there, **break down** cannot always be used instead of **knock down**.

**pull 'in; pull 'into sth 1** if a train or a bus pulls in, it arrives somewhere and stops: *The express pulled in on time.* ◊ *The coach pulled into bay 27.*  
**2** (BrE) if a vehicle or a driver pulls in, they move to the side of the road and stop: *Pull in in front of the bus.* ◊ *He pulled into the parking lot and turned off the engine.*

**SYN** draw in, draw into sth  
**YOPP** pull out, pull out of sth

✓ *They had to get the police to **break/knock** the door **down**.* ✓ *If you don't open up, I'm going to **knock/break** the door **down**.* ✓ *These old houses are going to be **knocked down**.* ✗ *These old houses are going to be **broken down**.*

## 4 Notes

Notes are given in two places. Before a definition you will find information about the tenses or a particular use of a phrasal verb:

Notes are also given after the examples where there is a particular point of grammar or use to draw your attention to. This is often something about the passive, or where the verb without the particle can also be used with a similar meaning.

**be long to sb** (not used in the progressive tenses)

**1** to be the property of sb; to be owned by sb: *The house belonged to my cousin.* ◊ *That land belongs*

**blaze a way 1** (at sb/sth) if guns or people blaze away, the guns fire continuously: *The guns kept blazing away at the enemy.* **2** if a fire blazes away, it burns brightly

**NOTE** Blaze is used with the same meanings.

◆ v + adv

## 5 Grammar patterns of phrasal verbs

To help you use the verbs correctly, a simple system of grammar patterns is given after each one. These show you how the verb combines with an adverb, a preposition, a noun or a pronoun, an infinitive, etc. and the order in which these words can occur. The short forms used are these:

adv = adverb

inf = infinitive (without 'to' e.g. do)

-ing = a verb form ending in -ing  
(e.g. doing)

n = noun

n/pron = noun or pronoun

prep = preposition

pron = pronoun

to inf = infinitive with 'to' (e.g. to do)

v = verb

## Frequent patterns

The following are the most common types of verb patterns used in the dictionary.

**v + adv**

Intransitive verbs, for example:

**break down** *My car broke down this morning.*

**hang around** *There was a group of kids hanging around outside.*

**sit down** *Come in and sit down.*

**v + prep**

These are verbs followed by a preposition. For example:

**rely on sb/sth** *You can rely on me.*

**call for sb** *I'll call for you at 8.*

**come across sth** *I came across an interesting book in the library.*

**v + adv + prep**

Some verbs are followed by an adverb and a preposition:

**put up with sb/sth** *How do you put up with him?*

**settle down to sth** *Come on children, settle down to work now.*

**keep out of sth** *Keep out of the kitchen until I've finished cooking.*

These last two groups are sometimes called INSEPARABLE verbs as the object always follows the particle.

**v + n/pron + adv      v + adv + n      v + pron + adv**

These three patterns are all used with transitive verbs. In order to be able to use these verbs correctly, you need to know where to put the object. The patterns show you this. The most frequent patterns come first at each verb.

**v + n/pron + adv      v + adv + n**

Verbs that can be used with these patterns, where the object can go either between the verb and the particle or after the particle, are sometimes called SEPARABLE verbs. They are shown in the dictionary as, for example, **tear sth up**:

*She **tore** the letter **up**.      She **tore up** the letter.      She **tore it up**.*

When the object is a long phrase, it usually comes after the particle: *She **tore up** all the letters he had sent her.*

When the object is a pronoun, it **must** come between the verb and the particle.

**v + adv + n      v + pron + adv**

With some phrasal verbs the object can only come between the verb and the particle when it is a pronoun. A noun must follow the particle. They are given in the dictionary as, for example, **fight back sth**; **fight it/them back**

**fight back sth**      I tried to **fight back** my tears.

**fight it/them back**      I had an urge to scream but managed to **fight it back**.

**v + n/pron + adv**

There are a few phrasal verbs in which the two parts of the verb **must** be separated by the object. An example is **mess sb about/around**:

*They **changed** the flight time and **messed** all the passengers **around**.*

**v + n/pron + prep**

An example of a verb that is used in this pattern is **drill sth into sb**

**drill sth into sb** *The teacher **drilled** grammar **into** us right from the start.*

## Passive

A few phrasal verbs are only used in the passive, for example: **be/get carried away**.

The verb patterns will show you how to use these verbs. **be/get carried away** will have the pattern **be/get + v + adv**. **be/get stuck with sth** will have a pattern **be/get + verb + prep**.

Other phrasal verbs that are used with objects can also be used in the passive for example: *The deal **has been called off***. Where this is common you will find an example of the passive and a note. Verbs with the pattern **v + prep** are not usually used in the passive. If they are, you will find a note about this (see **rely on sb/sth**).

## Other patterns

You can easily work out how to use verbs with different patterns. For example, if you look at **take sb up on sth**, you will see the pattern **v + n/pron + adv + prep**. This shows you that the verb is used in sentences like this:

*I'd like to **take you up on** your offer of a bed for the night.*

**v + pron + adv + prep**

At **set out**, you will see the pattern **v + adv + to inf**. This describes sentences such as: *He **set out to become** a millionaire by the time he was thirty.*

**Boom out sth** has two patterns:

**v + adv + n**                      *She boomed out instructions.*

**v + adv + speech**            *A voice boomed out, 'Nobody move!'*

## 6 Building your vocabulary

### Idioms

Many phrasal verbs have idioms related to them. You will find these immediately after the grammar patterns. The idioms in the dictionary are ones that are related in some way to the meaning of the phrasal verb where you find them. For example:

**bite sth 'off** to cut sth off by biting it: *She bit off a piece of chocolate. ◊ His finger had been bitten off by a dog.*

⊕ **v + adv + n + v + n/pron + adv**

**IDM bite/snap sb's 'head off** (informal) to shout at sb or speak to them angrily, often for no good reason: *I only asked him when the work would be finished and he almost bit my head off.* **bite off more than you can 'chew** (informal) to try to do too much or sth that is too difficult for you: *This time he's bitten off more than he can chew.*

### Derivative nouns and adjectives.

Nouns and adjectives that are related in meaning to a particular phrasal verb are given after the grammar patterns or any idioms. Sometimes the derivative has more than one meaning, each one relating to different uses of the phrasal verb. You will find the meaning at the appropriate entry, with a link to show you where to find the same derivative with a different meaning.

For example, you will find one meaning of the adjective **mixed-up** at the verb it is related to, **mix sb up**; **be/get mixed up** and another meaning at **mix sth up** (**with sth**), with a link from one to the other.

**mix sb 'up**; **be/get mixed 'up** to make sb unable to think clearly or understand what is happening: *Now you've mixed me up completely! I'm really confused. ◊ He got mixed up and caught the wrong train.*

► **mixed-up adj** (informal) confused because of social or emotional problems: *She's a very mixed-up kid.*

→ see also MIXED-UP at MIX STH UP (WITH STH)

## Further Information and Practice

### Study pages

There is a 25-page section of study pages in the middle of this dictionary. You can use these on your own or in class with a teacher. They will help you to learn phrasal verbs and give you practice in using them.

### Guide to the particles

At the end of the dictionary is a guide to the most common particles used in the verbs in this dictionary and their main meanings. This will help you understand verbs better and be able to guess the meaning of new ones that you meet.

## STUDY PAGES

Tips on learning phrasal verbs	S2-4
Phrasal verb or single word?	S5
Are you a natural born student?	S6-7
Sport	S8-9
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## S2- 4 Tips on Learning Phrasal Verbs

### Phrasal verbs

Sometimes when you meet a multi-word verb, you can understand the meaning if you understand the verb and particle individually. For example, one meaning of **put down** is to place something somewhere: *Jack put the books down on the table.* But what does it mean in the following sentence? *She's always putting people down.* It does not mean that she places people somewhere, but that she is always criticizing them. When you see a verb followed by a particle but you cannot understand the meaning in the context from the meaning of the verb and the particle, you have found an idiomatic phrasal verb.

If you find other combinations of verbs and particles which seem to have a different meaning from the verb used on its own, this is likely to be a type of phrasal verb too. Verbs which are always followed by the same particle are another type. (For more information on the types of phrasal verbs found in this dictionary, look at page vi).

It is useful to learn these combinations of verbs and particles as a chunk of language. It is also essential to learn the context the verb usually appears in. For example, **put down** in the sense of *criticize* is used with a person or people as the object.

### Recording Phrasal Verbs

The first thing you need to do is to find ways of recording the phrasal verbs you meet. It is a good idea to have a separate section for them in your vocabulary book. You should record the verb, its meaning and an example sentence to help you remember the context. Look at the example in the box.

You could also record a translation in your own language but you must make sure the context is the same.

### The position of objects

If the verb has an object, it is useful to record the possible positions of the object. In this dictionary you will find this information about each verb after the definitions and examples. You can record the information as it is given in the dictionary, or by putting examples in your notebook.

Or you could record the verb as: **try sth out, try out sth**. Remember that when the object is a pronoun, it must come between the verb and the particle: *She tried it out on the children.*

verb	meaning
<b>drop off</b>	to fall asleep, often when you don't intend to
example:	He usually drops off in front of the television.
<b>mess around</b>	to do unimportant things rather than e.g. your work
example:	He failed his exams because he was messing around instead of studying.

<b>try out</b>	to test something v+n/pron+adv, v+adv+n
examples:	She tried out the new recipe on her children. She tried the new recipe out on her children.

## Collocations

Many phrasal verbs are typically used with particular nouns. It is a good idea to record these. This will help you with context and accuracy, e.g.

*to find out information*    *to play down a problem or the dangers of something*  
*to work out a solution*    *to fill in a document or form*  
*to phase in changes*    *to break off negotiations or formal talks*  
*to make up a story*    *to butt in on a conversation*

You can use the common subjects or objects given in the dictionary to help you do this.

## Organizing Phrasal Verbs

When you record the verbs there are ways of organizing them that may make them easier to remember.

### a Organizing by particles

The particles which appear with phrasal verbs often have a general meaning of their own, which can help you to understand the meaning of the whole verb. For example, one meaning of the particle *over* is 'considering, thinking about or examining' and this can help you to understand verbs like *look over*, *talk over*, *go over*, *think over*, *read over*. The particle *up* is the most common particle with phrasal verbs but it has several meanings e.g. 'increasing', 'improving', 'preparing', 'completing and finishing'. Therefore, you should try and record verbs under all these separate meanings. Look at the examples for the particle *into* above:

*into*  
*entering: break into, get into, check into, crowd into*  
*changing: grow into, turn into, make into*  
*persuading: talk into, pull into, draw into*

### b Organizing by meaning groups

Sometimes it can help you to remember verbs if you record them in meaning (or semantic) groups. This is because these verbs often appear together in the same context, for example 'feelings', 'travel', 'crime'. This means that when you need to talk or write about a particular situation you will have all the verbs you may need together. For example:

*Feelings: to get carried away; to open up; to fall out; to fall for; to get on with*  
*Travel: to take off; to set off; to check in; to touch down; to stop over*  
*Crime: to get away with; to break into; to take in; to track down*

### c Organizing by opposites

*turn up/turn down*    *switch on/switch off*    *pass out/come round*  
*break up/get together*    *go away/come back*    *bring forward/put back*



## d Organizing by different meanings and patterns for the same verb

For example: make up

<i>to make up</i>	- to put on make-up (lipstick, eye-shadow, etc)
<i>to make something up</i>	- to invent a story
<i>to make up with somebody</i>	- to become friends again after an argument
<i>to make up something</i>	- to form or compose a thing
<i>to make up your mind</i>	- to decide from a number of possibilities

## e Organizing three-word verbs

You may want to record together the verbs that are followed by an adverb and a preposition. For example:

<i>to cut back on</i>	<i>to catch up on</i>	<i>to go along with</i>	<i>to stand in for</i>
<i>to feel up to</i>	<i>to come in for</i>	<i>to get round to</i>	<i>to look back on</i>
<i>to run out of</i>	<i>to get on with</i>	<i>to look forward to</i>	<i>to take over from</i>

**NB** However you organize your verbs, it is essential that you record them in the same way, that is with their meaning and context.

## Learning Phrasal Verbs

These are some ideas for self-study that may help you to learn and remember phrasal verbs.

- i Try to read in English, especially informal writing such as tabloid newspapers and novels, and underline all the phrasal verbs you find. Check their meaning in your dictionary and make a note in your vocabulary book as suggested above.
- ii Learn the verbs in organized groups (as suggested on p S22–25) rather than randomly. Constantly look back through your vocabulary book – familiarity and repetition help you to learn more effectively.
- iii Think of a particle and then try and list the different 'meanings' that the particle has. When you have done this, see how many verbs you can list under each meaning. You can also do this exercise with a friend. If you can learn the meanings of the particles, it will help you to understand new verbs you come across. The Guide to Particles at the back of the dictionary will help you with this.
- iv Look at the verbs you have recorded in meaning groups. Try to learn all the verbs, then in your head or in writing, make up a story using as many of the verbs as possible. These 'stories' will help you to remember the context for the verbs. Try this with a friend. Tell each other stories and correct each other if necessary.
- v Write down ten example sentences of phrasal verbs that you want to learn. Then on another piece of paper write down a translation in your own language. Underline the verb in your language. One week later, take out your translated sentences. Look at the underlined verb and try to remember what the phrasal verb equivalent is in English. This will help you to 'think' in phrasal verbs, rather than using a more formal translation from your language.