



# Unit 1

## Phrasal Verbs



### Discover the Grammar

Read the passage about one person's difficulty in waking up on time. Then answer the questions that follow.

Line	
1	For his whole life, Nick has never been able to <b>get up</b> early. When he
2	was in elementary school, his mother would set the alarm clock for 6:00 AM,
3	but it would not <b>wake him up</b> . When Nick was in high school, his alarm
4	clock would <b>go off</b> , but he simply <b>turned it off</b> and <b>went back</b> to sleep.
5	Every morning his father would shout, " <b>Come on</b> , Nick! You're going to
6	be late." The shouting did not help, however. On a few days, Nick would
7	<b>show up</b> two hours late! Nick knew that his school would not <b>put up with</b>
8	this situation much longer. His parents were frustrated, but they could not
9	<b>give up</b> .
10	One day Nick's mom <b>came across</b> a blog on the Internet where people
11	were sharing their stories about oversleeping and different solutions they had
12	<b>come up with</b> to solve their problems. After <b>going over</b> a few of these stories
13	and realizing there could be an underlying health issue, Nick's mother <b>made</b>

14 **up** her mind that the best advice was to **look for** a sleep specialist on the  
 15 Internet.  
 16 After **checking out** several websites, Nick’s mom **found out** about a  
 17 specialist for her son’s condition. She **called him up** and left a message. The  
 18 next day, the doctor **called her back** to **talk about** Nick’s situation. Now the  
 19 family is **counting on** him to help solve Nick’s problem.

1. The bold words are called phrasal verbs. Each phrasal verb has a meaning that is different from its verb and second word. Write the meaning for these phrasal verbs from Paragraph 1.

Line	Phrasal Verb	Meaning
1	<b>get up</b>	
3	<b>wake up</b>	
4	<b>go off</b>	
4	<b>turn off</b>	
4	<b>go back</b>	
5	<b>come on</b>	
7	<b>show up</b>	
7	<b>put up with</b>	
9	<b>give up</b>	

2. Sometimes a phrasal verb can have a word between its two parts. Write the four phrasal verbs that have a word separating the two parts.

Line	Separated Phrasal Verb	Line	Separated Phrasal Verb
3		17	
4		18	

3. Why do you think these are separated?

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## Grammar Lesson



### Phrasal Verbs

A phrasal verb is a special kind of verb that consists of two (or three) parts. The first part is always a verb. The next part is a word such as **across, after, away, back, down, in, into, off, on, out, over, or up**. In a phrasal verb, this second part is called a **particle**.

Examples	Meaning
When I clean my sofa cushions, I sometimes <b>come across</b> lost coins.	find
Before an important exam, you should <b>look over</b> your notes.	review
Due to the bad weather, the coach <b>called off</b> the game.	canceled

**Rule 1.** A phrasal verb must have at least two parts: **VERB + particle**.

**Rule 2.** Phrasal verbs present a huge vocabulary challenge because most phrasal verbs are idioms. As such, the meaning of a phrasal verb as a unit is usually very different from the meanings of the individual verb and the particle: the meaning of **come across** is not equal to the meaning of *come* and *across*.

**Rule 3.** Like other common words, a phrasal verb can have more than one meaning: **The airplane took off** is not the same as **Their business took off** or **I took off my shoes**.



### BE CAREFUL!

Common Learner Errors	Explanation
1. Excuse me. How can I <del>ascertain</del> <b>find out</b> which bus goes to Jensen Stadium?	Do not avoid using phrasal verbs. The single-word alternatives found in a dictionary often sound more technical or formal than the equivalent phrasal verb.
2. My cousin <del>picked me</del> <b>picked me up</b> at the airport last night.	Do not forget to use the whole phrasal verb, not just the verb.



## Connecting Grammar and Vocabulary

Phrasal verbs are a common component of the English language. Study this list of the 10 most common phrasal verbs.

### 10 Common Phrasal Verbs in Spoken and Written English

Phrasal Verb	Example Sentence
1. go on	What's <b>going on</b> ?
2. carry out	They <b>carried out</b> the boss's plan.
3. set up	It is expensive to <b>set up</b> a new business.
4. pick up	Can you <b>pick me up</b> at the airport next Monday?
5. go back	When did Pierre <b>go back</b> to France?
6. come back	What time will you <b>come back</b> ?
7. go out	The lights <b>went out</b> around ten.
8. point out	The teacher <b>pointed out</b> the most important pages.
9. find out	When did you <b>find out</b> about the accident?
10. come up	His divorce did not <b>come up</b> in our conversation.

Source: Gardner, D., & Davies, M. (2007). Pointing out frequent phrasal verbs: A corpus-based analysis. *TESOL Quarterly* 41, 339–359.

## EXERCISE 1. Identifying Phrasal Verbs in Context

Underline the eight phrasal verbs in this short passage.

### An Afternoon at the Library

Today I am going to the library because I need to take back a book I checked out two weeks ago and then pick out a new book to read. One of my



favorite things is to take off my shoes, sit down on the sofa, and hold a real book in my hands as I devour the pages. Of course I could look over a list of e-books and download one to my Kindle, but it's just not the same experience. I also like going to the library because there is always a chance I might run into an old friend there. Sometimes my best friend and I meet at the library for coffee and catch up on each other's news before we find new books to take home. I really enjoy my library visits.

## EXERCISE 2. Identifying Specific Meanings of a Phrasal Verb

Match the meaning of **make up** with its definition by writing the correct number on the lines.

Meaning 1. combine to equal:

*These five cities make up more than half of the state's entire population.*

Meaning 2. become friends again, apologize, reconcile:

*I argue with my uncle a lot, but we make up pretty quickly.*

Meaning 3. create (a story):

*Some people are good at making up jokes, but I am not one of those people.*

Meaning 4. put in order, prepare, arrange:

*In a hotel, a maid makes up the beds.*

Meaning 5. serve to compensate for something that was lost or missed:

*I couldn't work on Monday, so I will make up the hours on Saturday.*

- \_\_\_\_\_ a. My nephew is learning how to talk, but he can't **make up** a sentence on his own yet.
- \_\_\_\_\_ b. One job of a chef is to **make up** the menu for the week.
- \_\_\_\_\_ c. I was absent yesterday, so I will **make** the test **up** at the next class meeting.
- \_\_\_\_\_ d. I love this salad. It is **made up** of kale, cashews, and blueberries.
- \_\_\_\_\_ e. My husband and I have a rule. If we fight about something, we always **make up** before the sun goes down.
- \_\_\_\_\_ f. I can't believe that story. Did you **make it up**?
- \_\_\_\_\_ g. The digestive system is **made up** of several organs, including the stomach and intestines.
- \_\_\_\_\_ h. My brother had a fight with his girlfriend, but I'm sure they'll **make up** again.



## Grammar Lesson



### Separable Phrasal Verbs

The phrasal verbs in this group can be separated when there is a noun as the object. If there is a pronoun as the object, the phrasal verb must be separated.

In informal English, the particle can sometimes be several words away from the verb. In more formal writing, it is best to keep the verb and the phrasal verb together. When the object is a pronoun, however, the verb and the particle must be separated. See the list on page 8.

	Noun Object	Pronoun Object
separable	Please <b>put on</b> your shoes.	Please put on <del>them</del> .
	Please <b>put</b> your shoes <b>on</b> .	Please <b>put</b> them <b>on</b> .

	Noun Object	Pronoun Object
non-separable	The teacher <b>called on</b> Josh.	The teacher <b>called on</b> him.
	The teacher called <del>Josh on</del> .	The teacher called <del>Josh on</del> .

**Rule 1.** With separable phrasal verbs, it is possible to move the particle after a noun object. However, this movement is not common in formal writing.

**Rule 2.** With separable phrasal verbs, you must separate the verb and particle when a pronoun is used as the object.

**Rule 3.** Separable phrasal verbs often use these nine particles: **up, down, on, off, in, out, away, back, over**. (An easy way to remember the first six is that they are pairs of opposites: **up** ≠ **down**, **on** ≠ **off**, **in** ≠ **out**.)

**Rule 4.** Be careful with phrasal verbs using **on** because some are separable but others are non-separable. For example, **put on** is separable, but **call on** is non-separable. The only way to know which is which is to check a dictionary for every phrasal verb using **on**.

Separable Phrasal Verbs				
Phrasal Verb	No. 1 PHR. VERB + NOUN	No. 2 Separated by NOUN	No. 3 PHR. VERB + PRONOUN	No. 4 Separated by PRONOUN
<b>call back</b> (return a call)	<i>call back John</i>	<i>call John back</i>	<del><i>call back him</i></del>	<i>call him back</i>
<b>call off</b> (cancel)	<i>call off the game</i>	<i>call the game off</i>	<del><i>call off it</i></del>	<i>call it off</i>
<b>call up</b> (telephone)	<i>call up the teacher</i>	<i>call the teacher up</i>	<del><i>call up her</i></del>	<i>call her up</i>
<b>cross out</b> (draw a line through)	<i>cross out the mistakes</i>	<i>cross the mistakes out</i>	<del><i>cross out them</i></del>	<i>cross them out</i>
<b>figure out</b> (find the answer to a problem)	<i>figure out the answer</i>	<i>figure the answer out</i>	<del><i>figure out it</i></del>	<i>figure it out</i>
<b>fill in</b> (write information)	<i>fill in the blank</i>	<i>fill the blank in</i>	<del><i>fill in it</i></del>	<i>fill it in</i>
<b>fill out</b> (complete a paper)	<i>fill out the form</i>	<i>fill the form out</i>	<del><i>fill out it</i></del>	<i>fill it out</i>
<b>find out</b> (get information)	<i>find out the price</i>	<i>find the price out</i>	<del><i>find out it</i></del>	<i>find it out</i>
<b>give away</b> (give something to someone)	<i>give away the prize</i>	<i>give the prize away</i>	<del><i>give away it</i></del>	<i>give it away</i>
<b>give back</b> (return something to someone)	<i>give back the reward</i>	<i>give the reward back</i>	<del><i>give back it</i></del>	<i>give it back</i>
<b>hand in</b> (submit)	<i>hand in my paper</i>	<i>hand my paper in</i>	<del><i>hand in it</i></del>	<i>hand it in</i>
<b>hand out</b> (give one to everyone)	<i>hand out the papers</i>	<i>hand the papers out</i>	<del><i>hand out them</i></del>	<i>hand them out</i>
<b>leave out</b> (omit)	<i>leave out the sentence</i>	<i>leave the sentence out</i>	<del><i>leave out it</i></del>	<i>leave it out</i>
<b>look up</b> (look for information)	<i>look up this word</i>	<i>look this word up</i>	<del><i>look up it</i></del>	<i>look it up</i>
<b>make up</b> (invent a story)	<i>make up a story</i>	<i>make a story up</i>	<del><i>make up one</i></del>	<i>make one up</i>

<b>pick up</b> (1. lift 2. go get some- one)	<i>pick up my son</i>	<i>pick my son up</i>	<del><i>pick up him</i></del>	<i>pick him up</i>
<b>put away</b> (return to the correct place)	<i>put away the clothes</i>	<i>put the clothes away</i>	<del><i>put away them</i></del>	<i>put them away</i>
<b>put back</b> (return to the original place)	<i>put back the boxes</i>	<i>put the boxes back</i>	<del><i>put back them</i></del>	<i>put them back</i>
<b>put off</b> (postpone)	<i>put off the test</i>	<i>put the test off</i>	<del><i>put off it</i></del>	<i>put it off</i>
<b>put on</b> (wear)	<i>put on your coat</i>	<i>put your coat on</i>	<del><i>put on it</i></del>	<i>put it on</i>
<b>put out</b> (extinguish)	<i>put out the fire</i>	<i>put the fire out</i>	<del><i>put out it</i></del>	<i>put it out</i>
<b>take off</b> (remove)	<i>take off your shoes</i>	<i>take your shoes off</i>	<del><i>take off them</i></del>	<i>take them off</i>
<b>tear up</b> (rip into small pieces)	<i>tear up the bill</i>	<i>tear the bill up</i>	<del><i>tear up it</i></del>	<i>tear it up</i>
<b>throw away</b> (discard, put in the trash)	<i>throw away the bag</i>	<i>throw the bag away</i>	<del><i>throw away it</i></del>	<i>throw it away</i>
<b>try on</b> (check to see if clothing fits)	<i>try on those shoes</i>	<i>try those shoes on</i>	<del><i>try on them</i></del>	<i>try them on</i>
<b>turn down</b> (decrease)	<i>turn down the radio</i>	<i>turn the radio down</i>	<del><i>turn down it</i></del>	<i>turn it down</i>
<b>turn on</b> (start)	<i>turn on the lights</i>	<i>turn the lights on</i>	<del><i>turn on them</i></del>	<i>turn them on</i>
<b>turn off</b> (stop)	<i>turn off the TV</i>	<i>turn the TV off</i>	<del><i>turn off it</i></del>	<i>turn it off</i>
<b>turn up</b> (increase)	<i>turn up the volume</i>	<i>turn the volume up</i>	<del><i>turn up it</i></del>	<i>turn it up</i>
<b>wake up</b> (stop sleeping)	<i>wake up the baby</i>	<i>wake the baby up</i>	<del><i>wake up her</i></del>	<i>wake her up</i>
<b>write down</b> (make a note of something)	<i>write down the name</i>	<i>write the name down</i>	<del><i>write down it</i></del>	<i>write it down</i>



## BE CAREFUL!

Common Learner Errors	Explanation
1. My new shoes hurt. I can't wait to <del>take off them</del> <b>take them off</b> when I get home tonight.	You must separate the verb and particle if the object is a pronoun.
2. I am <del>counting my father on</del> <b>counting on my father</b> to help me pay for my classes.	Be careful with phrasal verbs with <b>on</b> . Some are separable, but others are not.

### EXERCISE 3. Vocabulary Practice with Separable Phrasal Verbs

Match the phrasal verb on the left with its meaning on the right by writing the letter of the meaning on the line by the number.

<u>Phrasal Verb</u>	<u>Meaning</u>
_____ 1. I <u>made</u> the story <u>up</u> .	a. found the solution
_____ 2. He <u>called off</u> the meeting.	b. started (some kind of machine)
_____ 3. She <u>crossed</u> her answer <u>out</u> .	c. discovered, learned
_____ 4. She <u>found out</u> the price.	d. took with my hand
_____ 5. I <u>put</u> it <u>off</u> .	e. returned to the original place
_____ 6. They <u>handed</u> their paper <u>in</u> .	f. checked to see if they fit
_____ 7. I <u>picked up</u> the coin.	g. invented, created
_____ 8. We <u>put</u> the boxes <u>back</u> .	h. canceled
_____ 9. I <u>tried on</u> the shirts.	i. submitted, gave
_____ 10. We finally <u>figured</u> it <u>out</u> .	j. drew a line through
_____ 11. She <u>turned</u> it <u>on</u> .	k. omitted, did not include
_____ 12. We <u>left out</u> number 8.	l. postponed



#### ONE-MINUTE LESSON

When the object of a separable phrasal verb is a noun, you can separate the phrasal verb and particle (or not). In formal language, we usually keep the verb and particle together. However, we must separate the verb and particle when the object is a pronoun: *He called off the meeting* OR *He called the meeting off*.

### EXERCISE 4. Vocabulary Practice with Separable Phrasal Verbs

Match the phrasal verb on the left with its meaning on the right by writing the letter of the meaning on the line by the number.

<u>Phrasal Verb</u>	<u>Meaning</u>
_____ 1. She <u>turned</u> it <u>off</u> .	a. return to the correct place
_____ 2. I <u>filled in</u> the blanks.	b. go get
_____ 3. Did you <u>throw away</u> the bag?	c. broke into small pieces
_____ 4. I <u>handed</u> them <u>out</u> .	d. stopped (a machine)
_____ 5. She <u>looked</u> the word <u>up</u> .	e. extinguished (a fire)
_____ 6. Can you <u>pick</u> me <u>up</u> after work?	f. wore
_____ 7. Please <u>put</u> the milk <u>away</u> .	g. distributed to everyone
_____ 8. I <u>wrote</u> it <u>down</u> .	h. increased the volume
_____ 9. He <u>put</u> his coat <u>on</u> .	i. completed, entered the information
_____ 10. They <u>put</u> it <u>out</u> right away.	j. discard, put in the trash
_____ 11. She <u>tore</u> it <u>up</u> immediately.	k. made a note
_____ 12. I <u>turned up</u> the TV.	l. looked for information about



Do Online Exercise 1.1. My score: \_\_\_\_ /10. \_\_\_\_ % correct.

## EXERCISE 5. Mini-Conversations

Circle the correct words in these eight mini-conversations.

1. *Ella:* Have you heard the weather report for tomorrow?  
*Bob:* No, I haven't, but I can turn the TV (in, on) now if you'd like.  
*Ella:* Ok, thanks. I'm planning to paint the porch, but if it rains I'll have to put it (off, up).

2. *Son:* Dad, can I borrow your new snow boots?  
*Dad:* Uh . . . they're probably too big. Have you tried them (up, on)?  
*Son:* Yes. They'll fit perfectly if I put (away, on) two pairs of socks.  
*Dad:* All right. Just be sure to put them (out, back) where you found them.

3. *Hailey:* Mrs. Smith, I have a dental appointment tomorrow and my mom needs to pick (up me, me up) before school is out.  
*Teacher:* Thanks for telling me, Hailey. Here is the excuse form. Remember to ask your dentist to fill (out it, it out).

4. *Zoe:* Another doughnut! Don't you know that eating food like that every morning is harmful to your health?  
*Lucy:* All right, all right. I'll put it (down, out).

5. *Yuka:* In Japan, we always remove our shoes when we enter the house.  
*Owen:* Really? I only have to take mine (off, down) when they're muddy.

6. *Ryan:* Hi, John. I missed math class this morning. What was the homework assignment?  
*John:* Oops. I forgot to write it (up, down)!

7. *Luis:* How can I prevent someone from using my identification?  
*Jack:* One way is to tear (up, down) any old documents before you throw (away them, them away).

8. *Brody:* Is our test really going to be tomorrow?  
*Teacher:* No, I've decided to put it (after, down, off, over) until next Tuesday.

### EXERCISE 6. Practicing Pronoun Objects with Phrasal Verbs

Write each expression using a pronoun as the object of the phrasal verb. The first one has been done for you as an example.

1. Look up the new words. Look them up.
2. She called off the wedding. \_\_\_\_\_
3. Please write down this number. \_\_\_\_\_
4. She tore up the letter. \_\_\_\_\_
5. Don't turn the TV on now. \_\_\_\_\_
6. He handed out the exams. \_\_\_\_\_
7. I left out two questions. \_\_\_\_\_
8. Did you fill out the form? \_\_\_\_\_



## Grammar Lesson



### Non-Separable Phrasal Verbs

The phrasal verbs in this group cannot be separated. Unlike the previous group of phrasal verbs, it does not matter whether the object is a noun or a pronoun. Some students find this group much easier because the word order is more straightforward with no variations. See the list on pages 14–15.

	Noun Object	Pronoun Object
non-separable	We are <b>counting on</b> the president.	We are <b>counting on</b> him.
	We are counting the <del>president</del> on.	We are counting <del>him</del> on.

**Rule 1.** With non-separable phrasal verbs, you can never separate the verb and the particle.

**Rule 2.** Common particles for non-separable phrasal verbs include: **across, after, into,** or **with.**

**Rule 3.** The best way to determine whether a phrasal verb is separable or non-separable is to consult a dictionary.

**Rule 4.** Phrasal verbs that consist of three words are always non-separable.

Non-Separable Phrasal Verbs				
Phrasal Verb	No. 1 PHR. VERB + NOUN	No. 2 Separated by NOUN	No. 3 PHR. VERB + PRONOUN	No. 4 Separated by PRONOUN
<b>call on</b> (ask a question in class)	<i>call on the student</i>	<del><i>call the student on</i></del>	<i>call on him</i>	<del><i>call him on</i></del>
<b>catch up (with)</b> (reach the same level or position as)	<i>catch up with the others</i>	<del><i>catch the others up with</i></del>	<i>catch up with them</i>	<del><i>catch them up with</i></del>
<b>check into</b> (1. register at a hotel 2. investigate)	<i>check into the hotel</i>	<del><i>check the hotel into</i></del>	<i>check into it</i>	<del><i>check it into</i></del>
<b>come across</b> (find by chance)	<i>come across a wallet</i>	<del><i>come a wallet across</i></del>	<i>come across it</i>	<del><i>come it across</i></del>
<b>count on</b> (depend on)	<i>count on your help</i>	<del><i>count your help on</i></del>	<i>count on it</i>	<del><i>count it on</i></del>
<b>get along (with)</b> (be friends with)	<i>get along with someone</i>	<del><i>get someone along with</i></del>	<i>get along with her</i>	<del><i>get her with along</i></del>
<b>get in</b> (enter)	<i>get in a car</i>	<del><i>get a car in</i></del>	<i>get in it</i>	<del><i>get it in</i></del>
<b>get off</b> (1. exit 2. finish work)	<i>get off a bus</i>	<del><i>get a bus off</i></del>	<i>get off it</i>	<del><i>get it off</i></del>
<b>get on</b> (enter)	<i>get on a plane</i>	<del><i>get a plane on</i></del>	<i>get on it</i>	<del><i>get it on</i></del>
<b>get out of</b> (exit)	<i>get out of a taxi</i>	<del><i>get a taxi out of</i></del>	<i>get out of it</i>	<del><i>get it out of</i></del>
<b>get over</b> (recover from an illness or a problem)	<i>get over a cold</i>	<del><i>get a cold over</i></del>	<i>get over it</i>	<del><i>get it over</i></del>

<b>get through (with)</b> (complete)	<i>get through with the exam</i>	<del><i>get the exam through with</i></del>	<i>get through it</i>	<del><i>get it through with</i></del>
<b>go over</b> (review or check carefully)	<i>go over the test</i>	<del><i>go the test over</i></del>	<i>go over it</i>	<del><i>go it over</i></del>
<b>look after</b> (take care of)	<i>look after the baby</i>	<del><i>look the baby after</i></del>	<i>look after him</i>	<del><i>look him after</i></del>
<b>look out (for)</b> (be careful)	<i>look out for that car</i>	<del><i>look that car out for</i></del>	<i>look out for it</i>	<del><i>look it out for</i></del>
<b>put up with</b> (tolerate, stand)	<i>put up with that noise</i>	<del><i>put that noise up with</i></del>	<i>put up with it</i>	<del><i>put it up with</i></del>
<b>run into</b> (meet by chance)	<i>run into an old friend</i>	<del><i>run an old friend into</i></del>	<i>run into her</i>	<del><i>run her into</i></del>
<b>run out (of)</b> (not have any more)	<i>run out of gas</i>	<del><i>run gas out of</i></del>	<i>run out of it</i>	<del><i>run it out of</i></del>
<b>watch out (for)</b> (be careful)	<i>watch out for that dog</i>	<del><i>watch that dog out for</i></del>	<i>watch out for it</i>	<del><i>watch it out for</i></del>



## BE CAREFUL!

Common Learner Errors	Explanation
1. The detectives <del>came some new clues across</del> <b>came across some new clues</b> in their investigation.	You cannot separate the verb and particle if the phrasal verb is non-separable.
2. In yesterday's meeting, we <del>ran out time of</del> <b>ran out of time</b> .	You cannot separate the verb and particle in a three-word phrasal verb.

### EXERCISE 7. Using Non-Separable Verbs in Context

Complete the sentences with the correct non-separable phrasal verbs.

1. When I get \_\_\_\_\_ work every day, I get \_\_\_\_\_ my car and drive straight home.
2. Every time the teacher calls \_\_\_\_\_ Boris, he is asleep. I don't know how she puts \_\_\_\_\_ him.
3. Natalia got \_\_\_\_\_ a plane to Seattle last night to go look \_\_\_\_\_ her grandfather until he \_\_\_\_\_ the flu. When she gets back to school, Natalia will have to \_\_\_\_\_ on her homework.
4. Molly, look \_\_\_\_\_ that car!
5. When I was cleaning my room, I \_\_\_\_\_ some old papers from 1995.

### EXERCISE 8. Using Non-Separable Verbs with Pronoun Objects in Context

Write each expression using a pronoun as the object of the phrasal verb. The first one has been done for you as an example.

1. We ran out of coffee. We ran out of it.
2. They're counting on Paul and me. \_\_\_\_\_
3. I couldn't catch up with the other runners. \_\_\_\_\_
4. The professor called on Jenny. \_\_\_\_\_
5. We ran into Alana and Paulette. \_\_\_\_\_
6. Before class, I went over my speech. \_\_\_\_\_



## Grammar Lesson



### Phrasal Verbs without an Object

There are some phrasal verbs that do not have an object because they are intransitive verbs. Verbs in this group consist of the verb and a particle. These two words express a complete meaning, and no object is possible. For example, **pass away** means “to die.” It is possible to say, *Mr. Riley passed away*, but it is not possible to say, *Mr. Riley passed away him* or *Mr. Riley passed him away*. See the list on page 18.

Some students find this group the easiest because they do not have to worry about separating or not separating the phrasal verb. Because there is never an object, separating is not a problem.

**Rule 1.** Intransitive phrasal verbs cannot have an object.

**Rule 2.** The best way to determine whether a phrasal verb is intransitive is to consult a dictionary.

**Rule 3.** Some phrasal verbs can be **both** intransitive (no object) and transitive (object required). The meaning may be different.

<b>make up</b> = become friends again	After the argument, they <b>made up</b> .	no object
<b>make up</b> = invent, create	They <b>made up</b> that story.	object = <i>that story</i>

Intransitive Phrasal Verbs with Examples	
Phrasal Verb	VERB + No Object
<b>break down</b> (stop functioning)	My car <b>broke down</b> .
<b>break up</b> (end a relationship)	Susan and Jack <b>broke up</b> yesterday.
<b>catch on</b> (begin to understand)	It took me a long time to <b>catch on</b> .
<b>come on</b> (stop delaying)	<b>Come on!</b> We're going to be late.
<b>eat out</b> (eat at a restaurant)	It's expensive to <b>eat out</b> every day.
<b>get up</b> (leave bed)	What time do you usually <b>get up</b> ?
<b>give up</b> (stop trying)	I was learning French, but I <b>gave up</b> .
<b>go off</b> (make a noise)	My alarm <b>went off</b> at 6:30.
<b>grow up</b> (become an adult)	I <b>grew up</b> in Canada.
<b>hold on</b> (wait)	<b>Hold on</b> a minute.
<b>hurry up</b> (go faster)	<b>Hurry up</b> or we'll be late.
<b>keep on</b> (continue)	Mike <b>kept on</b> talking.
<b>show up</b> (arrive, appear at a place)	Not many people <b>showed up</b> .
<b>slow down</b> (go more slowly)	Please <b>slow down</b> .
<b>take off</b> (leave the ground)	The plane didn't <b>take off</b> on time.
<b>wake up</b> (stop sleeping)	I <b>woke up</b> when I heard the noise.



**BE CAREFUL!**

Common Learner Error	Explanation
1. The new employee finally <del>turned</del> <del>himself up</del> <b>turned up</b> at noon.	Intransitive verbs, including intransitive phrasal verbs, cannot have an object.

### EXERCISE 9. Adding Particles to Complete Phrasal Verbs

Read the meaning of the phrasal verb, and then fill in the blank with the correct particle to complete each intransitive phrasal verb.

<u>Phrasal Verb</u>		<u>Meaning</u>
1. break _____	=	end a relationship
2. catch _____	=	begin to understand
3. keep _____	=	continue
4. take _____	=	leave the ground
5. give _____	=	stop trying
6. hurry _____	=	go faster
7. get _____	=	leave bed
8. show _____	=	arrive, appear at a place
9. grow _____	=	become an adult
10. hold _____	=	wait
11. slow _____	=	go more slowly
12. break _____	=	stop working



#### ONE-MINUTE LESSON

As with all vocabulary, phrasal verbs have multiple meanings. **Take off** can have different meanings: (1) leave the ground (*The plane took off late.*); (2) remove clothing (*I took off my socks.*); and (3) become successful (*Her career really took off in 2011.*).



Do Online Exercise 1.2. My score: \_\_\_\_ /10. \_\_\_\_ % correct.

### EXERCISE 10. Adding Particles for Non-Separable Verbs in Context

Fill in each blank with the correct particle to complete the intransitive phrasal verb in each sentence.

- Ann:* Paula, slow \_\_\_\_\_! You're driving too fast!

*Paul:* A few minutes ago you told me to hurry \_\_\_\_\_. Make up your mind!
- Vicky:* Why were you late for work this morning?

*Franco:* I set my alarm clock for 7 AM and at 7 AM it went \_\_\_\_\_, but I didn't feel like getting \_\_\_\_\_, so I kept \_\_\_\_\_ sleeping.
- Tino:* Tomas, come \_\_\_\_\_! We're going to be late, and you know Karina and Raquel are going to be really mad if we're late again.

*Tomas:* I'm trying. You know I hate making plans to eat \_\_\_\_\_ with them. They never show \_\_\_\_\_ on time.
- Beth:* How was your flight?

*Pam:* As soon as the plane took \_\_\_\_\_, I fell asleep. I didn't wake \_\_\_\_\_ until we were just about to land here.

*Beth:* You were able to sleep on the plane? I wish I could sleep on planes. I used to try to do that, but I gave \_\_\_\_\_ a long time ago. It seems there is almost always a crying baby near me on every flight.
- Carl:* Jimmy, what do you want to be when you grow \_\_\_\_\_?

*Jimmy:* I want to be a mechanic so I can fix our car when it breaks \_\_\_\_\_.



#### ONE-MINUTE LESSON

*I wish I could sleep on planes* means that "I cannot sleep on planes." When wishing for the opposite of a current situation, we use past tense after the verb **wish**: *I wish I had a million dollars* or *I wish I spoke Chinese*.



### EXERCISE 11. Editing: Is It Correct?

If the sentence is correct, write a check mark (✓) on the line. If it is not correct, write an X on the line and circle the mistake. Then make the change above the sentence. (*Hint: There are ten sentences. Two are correct, but eight have mistakes.*)

### Shopping Tips

- \_\_\_\_\_ 1. The best sales are usually during a holiday weekend. It took years of paying higher prices before I caught it on.
- \_\_\_\_\_ 2. If you're like me, then you don't have money to throw away it foolishly.
- \_\_\_\_\_ 3. I usually go the ads over in the newspaper on Thursday.
- \_\_\_\_\_ 4. On the Friday after Thanksgiving Day, I get up early, put my most comfortable walking shoes on, and drive to the mall for a full day of shopping.
- \_\_\_\_\_ 5. Sometimes I come a great bargain across on the clearance rack.
- \_\_\_\_\_ 6. However, you need to watch out damaged merchandise.
- \_\_\_\_\_ 7. You should ask about the refund policy before leaving. Never count all stores to have the same policy.
- \_\_\_\_\_ 8. After you try on a garment, you should be a good citizen and put the merchandise back where you found it.
- \_\_\_\_\_ 9. Of course, it is usually the job of the store clerk to clear the fitting rooms and put the clothes off.
- \_\_\_\_\_ 10. If you take someone with you when shopping for yourself, be certain that you get along for that person.



Do Online Exercise 1.3. My score: \_\_\_\_ /10. \_\_\_\_ % correct.