

**TWO-WORD  
VERBS  
IN ENGLISH**

**J.N.Hook**

# **TWO-WORD VERBS IN ENGLISH**

---

**J. N. Hook**

**HEINLE & HEINLE**  
—\*—  
**THOMSON LEARNING**

---

Australia Canada Mexico Singapore Spain United Kingdom United States

**Two-Word Verbs in English**  
*J.N. Hook*

Copyright © 2002 Heinle & Heinle, a division of Thomson Learning, Inc. Thomson Learning™ is a trademark used herein under license.

Printed in the United States of America

24 25 26 27 28 29 30 10 09 08 07

For more information contact Heinle & Heinle, 25 Thomson Place, Boston, MA 02210 USA, or you can visit our Internet site at <http://www.heinle.com>

All rights reserved. No part of this work covered by the copyright hereon may be reproduced or used in any form or by any means—graphic, electronic, or mechanical, including photocopying, recording, taping, Web distribution or information storage and retrieval systems—without the written permission of the publisher.

For permission to use material from this text or product contact us:

Tel: 1-800-730-2214

Fax: 1-800-730-2215

Web: [www.thomsonrights.com](http://www.thomsonrights.com)

**ISBN-13: 978-0-15-592506-9**

**ISBN-10: 0-15-592506-7**

Library of Congress Catalog Card Number:  
*80-83748*

# PREFACE

---

Teachers of English as a second language have long realized the need for supplementary materials, especially on idiomatic English. The aim of this book is to fill that need.

*Two-Word Verbs in English* instructs students in an aspect of English that is especially difficult for learners of English as a second language. The book is for intermediate and advanced students—those with moderate reading skills and a grasp of basic English grammar. It aims to help them to speak and write in English in an idiomatic and natural way. Two- and three-word verbs are an indispensable tool to speaking English naturally.

These verbs are sometimes also called phrasal verbs, merged verbs, and verb-adverb or verb-preposition combinations. Between three and four thousand such verbs exist in modern English, and more continue to be added to the language. Some of these verbs are among the most commonly used verbs in English. Students may have difficulty learning them because, although each part of a two- or three-word verb is simple and ordinary, their combination often turns out to have an unpredictable and unexpected meaning.

Consider the verb *turn out*, in the preceding sentence. The student may know the meaning of *turn*, but here nothing seems to be “turning.” Neither is anything going “out” in the usual sense. Students need help in learning that the meaning is “to result” or “to be found to be.” For another example, consider the three-word verb *put up with*, as in “Both teachers and students must *put up with* many problems.” In that sentence, nothing seems to be “put” or “up” or “with.” English speakers must learn to attach the meaning “tolerate” to that unlikely combination of words.

*Two-Word Verbs in English* attempts to help students to *understand* and *use* many of the most common two- and three-word verbs in English. At the same time, it gives them *practice in other phases of English*. Here are the book’s special features:

1. While teaching over 400 widely used two- and three-word verbs, it simultaneously provides practice in such other skills as silent and oral reading, forming questions and answers, using irregular verbs (*break, write, etc.*), using present and past participles (*going, gone, etc.*), forming imperative sentences, using negatives, and using the passive voice.
2. At the beginning of each of the fifteen chapters, a short narrative provides a focus for most of the exercises that follow. These 300- to 500-word narratives all concern members of one



family, the Jacksons: George and Edna Jackson; their college son, Tom; and the twins in high school, Jane and Jim. The readings thus offer more human interest than would unrelated sentence drills. The reader observes, for instance, college and school activities of the young people and also observes the members of the family as they get up in the morning, go about their work, talk about their financial problems, set out on a short trip, and attempt to start a small business. These stories show how to use many of the two-word verbs that are common in school, the home, travel, physical activity, and business. About twenty-five to thirty such verbs are used in each narrative.

3. Following the narrative, a glossary defines and again illustrates the newly introduced two-word verbs, giving the principal parts of each. It also indicates whether each verb is intransitive (like *sit down*), separable (like *find . . . out . . .*), or nonseparable (like *wait on \_\_\_\_\_*). These distinctions are important for accurate use, and such simple graphic devices as ellipses and blank lines help the student to remember them.
4. The exercises in each chapter begin with silent and oral reading of the narrative and end with the construction of original sentences using the two- and three-word verbs introduced in the chapter. In between, the varied exercises include substituting two-word verbs for their synonyms, forming questions, using different tense forms, and pantomiming. In all, some twenty different sorts of exercises are included, but they always culminate in the requirement that students *use* the verbs in sentences that they themselves must construct.
5. Following the fifteen chapters, a cumulative review section provides a review of all the verbs that have been covered in the earlier chapters. Through doing these exercises, students can test themselves on their retention and use of the verbs that have been presented earlier.

The aim of the book is to teach students to *use* these verbs, not only in this book, but in their daily interactions with people at school and at work. The student who has mastered the verbs treated here should have little difficulty using the two- and three-word verbs that he or she is certain to run into when reading or speaking English anywhere.

J. N. HOOK

# CONTENTS

---

Preface v

## Introduction

What Two-Word Verbs Are 1  
Kinds of Two-Word Verbs 3  
How to Use This Book to Learn Two-Word Verbs 3  
Pronunciation of People's Names 4

## 1 School Life

"Getting Along in One's Schoolwork" 5  
Glossary 6  
Exercises 9  
1. Reading 9  
2. Using Past Tenses and Past Participles 9  
3. Substituting 10  
4. Substituting 11  
*Pronunciation of Two- and Three-Word Verbs* 12  
5. Practicing Pronunciation 13  
6. Using Separable Verbs 13  
7. Making Up Original Sentences 14

## 2 Home Life (I)

"Getting Up with the Jacksons" 17  
Glossary 18  
Exercises 21  
1. Reading 21  
2. Substituting 21  
3. Substituting 22  
4. Using Past Tense Forms 23  
5. Using Past Participles 23  
6. Making Up Pantomimes 23  
7. Answering Questions 24  
8. Making Up Original Sentences 25

## 3 Home Life (II)

"What Is Going On in Mrs. Jackson's Busy Day?" 27  
Glossary 28  
Exercises 31  
1. Reading 31  
2. Answering Questions 31  
*Verbs with "Up"* 32  
3. Using Verbs with "Up" 33  
*Verbs with "Off" and "Out"* 33  
4. Using Verbs with "Off" and "Out" 34

- 5. Making Up Pantomimes 34
- 6. Making Up Original Sentences 35

#### 4 Home Life (III)

- “The Jacksons Talk Things Over” 37
- Glossary 38
- Exercises 41
  - 1. Reading 41
  - 2. Substituting 41
  - 3. Substituting 42
- The “ing” Form* 42
- 4. Using the “ing” Form 43
- 5. Using Past Participles 43
- 6. Trying Variations 44
- 7. Making Up Original Sentences 44

#### 5 Personal Relationships (I)

- “Getting Along Together” 47
- Glossary 48
- Exercises 51
  - 1. Reading 51
  - 2. Answering Questions 51
  - 3. Answering Questions 51
- Questions with Two-Word Verbs* 52
- Verb Forms Generally Used After Helping Verbs in Questions* 53
- 4. Asking “Yes-No” Questions 53
- 5. Asking “Wh-” Questions 54
- 6. Making Up Original Sentences 55

#### 6 Personal Relationships (II)

- “An Old Man Looks Back On His Life” 57
- Glossary 58
- Exercises 61
  - 1. Reading 61
  - 2. Substituting 61
  - 3. Substituting 62
- Three-Word Verbs* 63
- 4. Pronouncing Three-Word Verbs 63
- 5. Using Three-Word Verbs 64

- 6. Completing Sentences 65
- 7. Making Up Original Sentences 66

#### 7 Transportation and Travel

- “The Jacksons Set Out on a Trip” 67
- Glossary 68
- Exercises 71
  - 1. Reading 71
  - 2. Answering Questions 71
- Intransitive Verbs* 73
- 3. Pronouncing Intransitive Verbs 73
- 4. Using Intransitive Verbs 73
- Adverbs with Two-Word Verbs* 74
- 5. Using Adverbs with Two-Word Verbs 74
- Common Verbs with “Get”* 75
- 6. Using Verbs with “Get” 76
- 7. Making Up an Original Composition 77

#### 8 Physical Activity

- “Helen Wears Herself Out” 79
- Glossary 80
- Exercises 83
  - 1. Reading 83
  - 2. Substituting 83
- Negatives* 85
- 3. Using Negatives 85
- Imperatives* 87
- 4. Using Imperatives 87
- 5. Making Up Original Sentences 88

#### 9 Business (I)

- “The Jacksons Set Up Their Own Business” 89
- Glossary 90
- Exercises 93
  - 1. Reading 93
  - 2. Answering Questions 93
  - 3. Using Verbs in Other Contexts 94
- Long Objects with Separable Verbs* 95

4. Using Long Objects with Separable Verbs 95
5. Trying Variations 97
6. Making Up Original Sentences 99

## 10 Business (II)

- "Everybody Helps Out" 101  
 Glossary 102  
 Exercises 105
1. Reading 105
  2. Choosing the Right Word 105
  3. Reading Aloud 106
- Passive Verbs* 106
4. Using Passive Verbs 107
- Two-Word Verbs with "Turn"* 108
5. Using Two-Word Verbs with "Turn" 109
  6. Making Up Original Sentences 109

## 11 Business (III)

- "Totaling Up the Profits and Losses" 111  
 Glossary 112  
 Exercises 115
1. Reading 115
  2. Choosing the Right Verb 115
- Two- and Three-Word Verbs* 116
3. Using Two- and Three-Word Verbs 117
- Two-Word Verbs with "Take"* 118
4. Using Two-Word Verbs with "Take" 118
- Two-Word Verbs with "Put"* 119
5. Using Two-Word Verbs with "Put" 119
- Two-Word Verbs with "Keep"* 119
6. Using Two-Word Verbs with "Keep" 119
  7. Making Up Original Sentences 120

## 12 Competition

- "Pushing On to Victory" 121  
 Glossary 122

- Exercises 125
1. Reading 125
  2. Substituting 125
- Nouns from Two-Word Verbs* 126
3. Pronouncing 126
  4. Using Nouns Based on Two-Word Verbs 128
  5. Forming Questions 128
  6. Making Up Original Sentences 130

## 13 Reading and Writing

- "Jane and Jim Go About Writing an Assignment" 131  
 Glossary 132  
 Exercises 135
1. Reading 135
  2. Substituting 135
  3. Substituting 136
  4. Using Other Tenses 137
  5. Making Up Original Sentences 138

## 14 Speaking

- "Speaking About Speaking" 139  
 Glossary 140  
 Exercises 143
1. Reading 143
  2. Answering Questions 143
  3. Using Verbs in Other Contexts 144
- Other Meanings of Two-Word Verbs* 145
4. Figuring Out Other Meanings 145
  5. Making Up Original Sentences 146

## 15 Thinking and Remembering

- "Looking Back and Looking Forward" 147  
 Glossary 148  
 Exercises 151
1. Reading 151
  2. Choosing the Right Verb 151
  3. Answering Questions 152

<i>Reversed Pairs</i>	153
4. Choosing the Right Verb	154
5. Making Up Original Sentences	154
6. Making Up an Original Conversation	155

## Cumulative Review

Review Exercises I (for Chapters 1–5)	157
1. Using Objects of Separable Verbs	157
2. Using “ing” Forms	160
3. Using Past Participles	161
4. Using Past Tenses	162
Review Exercises II (for Chapters 6–10)	163
1. Making Up “Yes-No” Questions	163

2. Making Up “Wh-” Questions	164
3. Using Intransitive Verbs	164
4. Varying Placement of Adverbs	165
5. Using Negatives	166
6. Using Imperatives	168
Review Exercises III (for Chapters 11–15)	169
1. Placing Objects	169
2. Using the Passive Voice	171
3. Using “ing” Forms As Objects	172
4. Using Nouns Made from Two-Word Verbs	172

<b>Answer Key</b>	173
-------------------	-----

<b>Verb Index</b>	196
-------------------	-----

# Introduction

---

## WHAT TWO-WORD VERBS ARE

TWO-WORD VERB	MEANING	EXAMPLES
<b>give up</b>	stop trying, surrender	Ali and Dave are working on a problem, but Dave <i>gives up</i> .
<b>stand for</b>	represent, mean	In the problem, D <i>stands for</i> the diameter of the circle.
<b>pick up</b>	lift, gather into one's hands or arms	Dave <i>picks</i> his books <i>up</i> and goes to class.

*Give up*, *stand for*, and *pick up* are examples of two-word verbs. English has many such verbs.

The two words together often have the same meaning as a one-word verb. Each of the two words often does not have its usual meaning, however. For example, in *give up*, nobody "gives" and nothing goes "up."

A few verbs that you will study have three words rather than two:

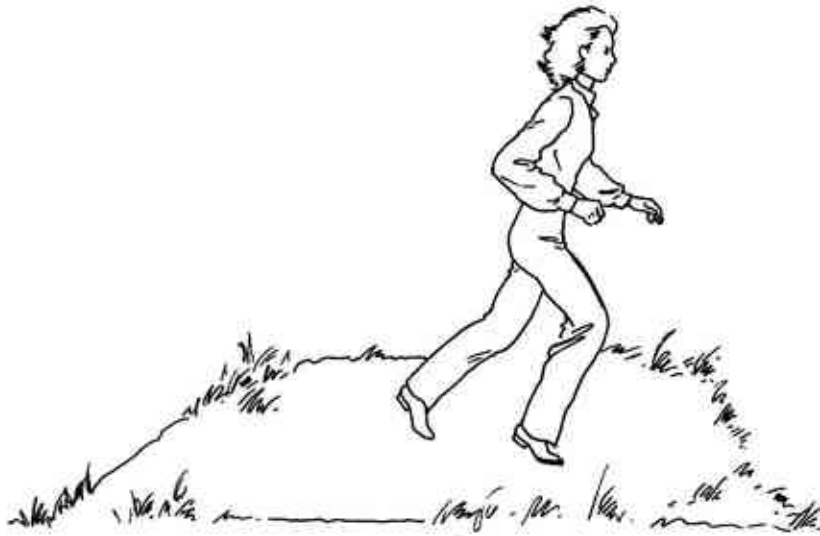
<b>catch up with</b>	come to (someone) from behind, overtake	Sam <i>catches up with</i> Roy.
<b>brush up on</b>	study again, review	Tom is <i>brushing up on</i> his science.

Two-word verbs are not the same as a simple verb with a preposition.



### *Simple Verb and a Preposition*

SUBJECT	SIMPLE VERB	PREPOSITION	OBJECT OF PREPOSITION
Jane	ran	across	the grass.



### *Two-Word Verb*

SUBJECT	TWO-WORD VERB	OBJECT OF VERB
Jane	ran across	an old friend.



In the first sentence Jane really *ran*. She really moved *across* the grass. But in the second sentence she did not *run*, and she did not move *across* her friend. *Ran across* in the second sentence means "met" or "happened to see." The two words act together as a single verb would act.

## KINDS OF TWO-WORD VERBS

NAME OF VERB		EXAMPLES
I (Intransitive)	<b>give up</b>	The baby tried to walk but then <i>gave up</i> .
Has no object of the verb.	<b>get along</b>	"We'll <i>get along</i> well," Tom said.
NS (Nonseparable)		
Has an object at the end.	<b>go after</b> _____	Pedro <i>goes after</i> a BOOK.
May not be separated by an object.	<b>look for</b> _____	Helen <i>looked for</i> an ARTICLE.
	<b>catch up with</b> _____	Dave <i>caught up with</i> LEE.
S (Separable)	<b>hand . . . in . . .</b>	Tom <i>handed in</i> the PAPER. Tom <i>handed</i> the PAPER <i>in</i> . Tom <i>handed IT in</i> .
Has an object at the end or between the parts.	<b>tear . . . up . . .</b>	Helen <i>tears up</i> some old SHIRTS. Helen <i>tears</i> some old SHIRTS <i>up</i> . Helen <i>tears THEM up</i> .

Note 1: When a pronoun like *it* or *them* is the object of a separable verb, it always goes between the parts:

Tom *handed IT in*. (Not: Tom *handed in IT*.)  
Helen *tears THEM up*.

Note 2: A few separable verbs have objects in both places:

Maria *tried* her PLAN *out on* DAVE. (*Plan* and *Dave* are the objects.)  
(or) Maria *tried out* her PLAN *on* DAVE.

## HOW TO USE THIS BOOK TO LEARN TWO-WORD VERBS

Each chapter starts with a little story that uses twenty to thirty two-word verbs. Then a glossary tells you what these verbs mean.

Read the story several times. Read it aloud if possible. While you read, try to guess the meaning of each verb in italic type, like this: *heading for*. Use the glossary to find whether you were right.

In each story and in the glossary, one part of each two- or three-word verb is in different type, called boldface italic: *hand . . . in . . .*. Pronounce that part a little more strongly. (See page 12 for more information on pronunciation.)

Several exercises follow each glossary. These exercises will help you to learn and remember the verbs.

The last exercise in each chapter asks you to write or say several original sentences. These will show that you really understand and can use the two- or three-word verbs.

## PRONUNCIATION OF PEOPLE'S NAMES

The pronunciations given here are those usually heard in the United States. Stressed syllables are in boldface italic type.

ā as in <i>day</i>	ō as in <i>moon</i>
ã as in <i>ran</i>	û as in <i>fur</i> or <i>her</i>
ä as in <i>father</i> or <i>hot</i>	ə as in <i>across</i> or <i>sofa</i>
ē as in <i>see</i>	ch as in <i>child</i>
ě as in <i>red</i>	th as in <i>thin</i>
ĩ as in <i>hill</i>	th as in <i>they</i>
ō as in <i>go</i>	oi as in <i>boy</i>
ô as in <i>order</i>	

### *Names of Principal Characters*

Dave <i>dāv</i>	Jim <i>jĭm</i>
Edna <i>ĕd nā</i>	Lee (often a Chinese name) <i>lē</i>
George <i>jōrj</i>	Maria (often Spanish) <i>ma rē ə</i>
Helen <i>hĕl ən</i>	Pedro (often Spanish) <i>pā drō</i>
Jane <i>jān</i>	Tom <i>tōm</i>

### *Other Names Mentioned*

Ahmed (usually Arabic) <i>ä mĕd</i>	Henry <i>hĕn rē</i>
Ali (usually Arabic) <i>ä lē</i>	Jack <i>jāk</i>
Andy <i>ān dē</i>	Joanna <i>jō ān ə</i>
Betty <i>bĕt ē</i>	Nina <i>nē nā</i>
Bill <i>bĭl</i>	Rachel (often Jewish) <i>rā chəl</i>
Billy <i>bĭl ē</i>	Roy <i>roi</i>
Brendan (often Irish) <i>brĕn dən</i>	Sally <i>sāl ē</i>
Cynthia <i>sĭn thē ə</i>	Sam <i>sām</i>
Don <i>dōn</i>	Sigrid (usually Scandinavian) <i>sĭg rəd</i>
Ella <i>ĕl ə</i>	Suki (usually Japanese) <i>sōō kē</i>
Fernando (often Spanish) <i>fūr nān dō</i>	Susan <i>sōō zən</i>
Fred <i>frĕd</i>	Wanda <i>wān də</i>
Hedda (usually German or Scandinavian) <i>hĕd ə</i>	Yuki (usually Japanese) <i>yōō kē</i>

# 1. School Life

---

## Getting Along in One's Schoolwork

Tom Jackson and Dave Page were *heading for* the library. Lee Choy and Pedro Garcia *caught up with* them.

"Are you *going after* a book?" Lee asked Tom.

"Yes," said Tom. "I need to *look for* another book about airplanes. I was *checking* my paper over, and I *found out* that I had *put in* some wrong information."

"I have to *look up* an article," Dave added. "My history teacher asked us to *read through* a long article. *Keeping up with* that course is difficult for me. I'm always *falling behind*. That's because I *put off* doing my assignments."

"So do I," said Pedro. "Right now I'm writing a paper for my science class. I *tore* the first paper up because it was bad. Now I have several new ideas, and I've been *trying* them out on my friend Maria. I have to *hand* the paper in on Monday. I also need to *brush up on* my mathematics, but I can't *figure out* the meanings of some of those strange-looking signs."

"I know what you mean," Dave told him. "I don't know what some of the signs *stand for*, either."

"I need to *make up* a test," Tom said. "I missed it when I was sick. But I'll wait until I have *turned in* my paper on airplanes. I keep a list of things I should do, and I *cross* them off one by one as I do them."

"You're so systematic, Tom," Dave said, smiling. "You always plan everything. I should *put together* a list, too, but it would be too long. I would just *give up*."

"I sometimes want to *give up*, too," said Tom, "but then I think that I'll *pull through* somehow. Studying so much is hard, but usually we *get along* rather well. We just have to *keep at* it."

"Yes," Lee said, "we do. But sometimes I'd like to *get away* from it all."

## GLOSSARY

Notes: When a blank follows a verb in this glossary, it means that an object is used in that place:  
**get away from** \_\_\_\_ .

When there are two short dotted lines with the verb, an object is used in one place or the other:  
**hand . . . in . . . .**

The definitions given here are those you need for the story you are reading in this chapter. The same verb may also have other, somewhat different meanings. Sometimes other definitions will be given later. In some glossaries you will notice "See \_\_\_\_" or "See also \_\_\_\_." "See \_\_\_\_" gives the chapter where the verb was defined earlier. "See also \_\_\_\_" shows that a different definition has been given earlier.

The abbreviations I, NS, and S have been explained on page 3.

INFINITIVE	PAST TENSE	PAST PARTICIPLE	
<b>brush up on</b> ____ study again, review, refresh one's memory about Tom is <i>brushing up on</i> his chemistry.	<b>brushed up on</b>	<b>[have] brushed up on</b>	(NS)
<b>catch up with</b> ____ come to someone from behind, overtake Pedro <i>caught up with</i> Maria.	<b>caught up with</b>	<b>[have] caught up with</b>	(NS)
<b>check . . . over . . .</b> take another look at, try to find mistakes in, examine One should <i>check over</i> an examination paper.	<b>checked over</b>	<b>[have] checked over</b>	(S)
<b>cross . . . off . . .</b> mark out, cancel ( <i>Cross out</i> is often used for the same meaning.) Some people <i>cross off</i> each day on a calendar.	<b>crossed off</b>	<b>[have] crossed off</b>	(S)
<b>fall behind</b> fail to do work, etc., by a certain time; move more slowly than (someone else) Dave <i>fell behind</i> in his history class. In a race, Tom <i>fell behind</i> . (Also may be NS, with an object after <i>behind</i> : He <i>fell behind</i> the other students.)	<b>fell behind</b>	<b>[have] fallen behind</b>	(I)
<b>figure . . . out . . .</b> find (an answer or a solution), decide, learn, understand Helen <i>figured out</i> the answer.	<b>figured out</b>	<b>[have] figured out</b>	(S)
<b>find . . . out . . .</b> discover, learn Helen's friend told her a lie, but Helen <i>found out</i> the truth.	<b>found out</b>	<b>[have] found out</b>	(S)
<b>get along</b> do (one's work, etc.) well enough, manage, succeed fairly well In schoolwork some students <i>get along</i> better than others.	<b>got along</b>	<b>[have] got or gotten along</b>	(I)
<b>get away</b> escape, leave (something dangerous or bad) (often followed by <i>from</i> ) "Get away from me," Yuki said to the growling dog. "Get away!"	<b>got away</b>	<b>[have] got or gotten away</b>	(I)

INFINITIVE	PAST TENSE	PAST PARTICIPLE	
<b>give up</b> stop trying, surrender The problem was difficult, but Tom would not <i>give up</i> . (Also S, stop doing something: Helen's father <i>gave up</i> smoking. He <i>gave it up</i> .)	<b>gave up</b>	<b>[have] given up</b>	(I)
<b>go after</b> _____ go to get (something) Ali <i>went after</i> some ice cream.	<b>went after</b>	<b>[have] gone after</b>	(NS)
<b>hand ... in ...</b> give to a teacher, etc., pass in, submit (= <i>turn in</i> ) "You should <i>hand</i> your papers <i>in</i> on Friday," the teacher said.	<b>handed in</b>	<b>[have] handed in</b>	(S)
<b>head for</b> _____ go toward Ahmed <i>headed for</i> his next class.	<b>headed for</b>	<b>[have] headed for</b>	(NS)
<b>keep at</b> _____ continue to try (especially something difficult or tiresome), persist in Dave could solve the problem if he <i>kept at</i> it.	<b>kept at</b>	<b>[have] kept at</b>	(NS)
<b>keep up with</b> _____ stay even with, stay beside (in a race, etc.), do what is necessary for (the opposite of <i>fall behind</i> ) Pedro <i>kept up with</i> Maria.	<b>kept up with</b>	<b>[have] kept up with</b>	(NS)
<b>look for</b> _____ try to find, seek Suki was <i>looking for</i> a present for her mother.	<b>looked for</b>	<b>[have] looked for</b>	(NS)
<b>look ... up ...</b> search for and find (especially in printed matter) Helen <i>looked up</i> some facts about early American history.	<b>looked up</b>	<b>[have] looked up</b>	(S)
<b>make ... up ...</b> take or do (an examination, a paper, etc.) that one has missed If you miss a test, you must <i>make it up</i> .	<b>made up</b>	<b>[have] made up</b>	(S)
<b>pull through</b> succeed or recover after some difficulty, get well after an illness, survive, come to a good ending The final examinations were hard, but most students <i>pulled through</i> . (Also S: The doctor said, "I'll <i>pull her through</i> .")	<b>pulled through</b>	<b>[have] pulled through</b>	(I)
<b>put ... in ...</b> include, add Rachel likes to <i>put in</i> many details when she writes.	<b>put in</b>	<b>[have] put in</b>	(S)
<b>put ... off ...</b> delay doing, postpone, avoid doing Sigrid sometimes <i>puts off</i> studying.	<b>put off</b>	<b>[have] put off</b>	(S)



INFINITIVE	PAST TENSE	PAST PARTICIPLE	
<b>put . . . together . . .</b> bring separate parts together, compile, assemble Dave <i>put</i> the pieces of a puzzle <i>together</i> .	<b>put together</b>	<b>[have] put together</b>	(S)
<b>read . . . through . . .</b> read all of, read completely Nina <i>read through</i> two chapters.	<b>read (rěd) through</b>	<b>[have] read (rěd) through</b>	(S)
<b>stand for</b> mean, represent, symbolize "Let <i>x stand for</i> the father's age," the mathematics teacher said.	<b>stood for</b>	<b>[have] stood for</b>	(NS)
<b>tear . . . up . . .</b> tear into pieces, destroy by tearing into pieces Dave <i>tore</i> some old papers <i>up</i> .	<b>tore up</b>	<b>[have] torn up</b>	(S)
<b>try . . . out on . . .</b> get (someone else's) opinion of (Requires two objects. One of the objects may be after <i>out</i> .) Maria <i>tried out</i> her idea <i>on</i> Pedro. Maria <i>tried</i> her idea <i>out on</i> Pedro.	<b>tried out on</b>	<b>[have] tried out on</b>	(S)
<b>turn . . . in . . .</b> give to a teacher, etc., pass in, submit. (= <i>hand in</i> ) Two students <i>turned</i> their papers <i>in</i> late.	<b>turned in</b>	<b>[have] turned in</b>	(S)

## EXERCISES

### 1. Reading

Read "Getting Along in One's Schoolwork" several times. Each student may then read a paragraph aloud.

### 2. Using Past Tenses and Past Participles

This chapter's glossary shows the past tense and the past participle of each verb. Note that *have*, *has*, or *had* require the past participle.

The following sentences are in the present tense. Read each of them. Change the present tense to the past tense. Then, use *have* (plural or with the subject *you* or *I*) or *has* (singular) and the past participle. Read the new sentences aloud.

EXAMPLE: Rachel *brushes up on* her Spanish.

*Rachel brushed up on her Spanish.*

*Rachel has brushed up on her Spanish.*

1. Maria and Joanna *catch up with* Elena.

---

---

2. Tom *checks over* his paper.

---

---

3. Brendan *falls behind* in his history course.

---

---

4. Helen *finds out* the truth.

---

---

5. The cat *gets away from* the dog.

---

---

6. Dave *gives up* too easily.

---

---

7. The boys *go after* some sandwiches.

---

---

8. The girls *hand* their papers *in*.

---

---

9. Betty *keeps at* her studies until midnight.

---

---

10. Maria *makes up* two short lists.

---

---

11. I *put off* my English.

---

---

12. The letters in the problem *stand for* weight and height.

---

---

13. Ella *tears* the cloth *up*.

---

---

14. Helen and Maria *try out* their plan *on* the boys.

---

---

15. Pedro *turns* his assignment *in* early.

---

---

### 3. Substituting

In the following sentences synonyms have been used for two-word and three-word verbs. What two- or three-word verb could be used instead of the italicized part of each sentence? (The first word is given.) Read or say your whole sentence. Be sure to use the correct form (present or past tense or past participle) of the verb.

EXAMPLE: Tom was *trying to find mistakes in* his paper. (check) Tom was  
checking over his paper.

Name \_\_\_\_\_ Section \_\_\_\_\_ Date \_\_\_\_\_

1. Tom and Dave were *going toward* the library. (head) \_\_\_\_\_  
\_\_\_\_\_
2. Lee and Pedro *came up to* them *from behind*. (catch) \_\_\_\_\_  
\_\_\_\_\_
3. "Are you *going to get* a book?" Lee asked Tom. (go) \_\_\_\_\_  
\_\_\_\_\_
4. Yes, I need to *try to find* a book about airplanes. (look) \_\_\_\_\_  
\_\_\_\_\_
5. I was *taking another look at* my paper. (check) \_\_\_\_\_  
\_\_\_\_\_
6. I *discovered* that some of my statements were wrong. (find) \_\_\_\_\_  
\_\_\_\_\_
7. I had *included* some wrong information. (put) \_\_\_\_\_  
\_\_\_\_\_
8. "I have to *search for and find* an article," said Dave. (look) \_\_\_\_\_  
\_\_\_\_\_
9. My history teacher asked me to *read all of* it. (read) \_\_\_\_\_  
\_\_\_\_\_
10. I have trouble in *doing what is necessary for* that course. (keep) \_\_\_\_\_  
\_\_\_\_\_
11. I'm always *failing to do the work on time*. (fall) \_\_\_\_\_  
\_\_\_\_\_
12. That's because I *delay* doing my assignments. (put) \_\_\_\_\_  
\_\_\_\_\_
13. Pedro said, "I *tore into pieces* a paper for my science class." (tear) \_\_\_\_\_  
\_\_\_\_\_
14. I've been *getting Maria's opinion of* some new ideas. (try) (Use Maria.) \_\_\_\_\_  
\_\_\_\_\_

#### 4. Substituting

Continue as in Exercise 3.

1. Pedro added, "I must *give the paper to the teacher* on Monday." (hand) \_\_\_\_\_  
\_\_\_\_\_

2. I also need to *review* my mathematics. (brush) \_\_\_\_\_  
\_\_\_\_\_
3. It is hard for me to *understand* the meanings of some of the signs. (figure) \_\_\_\_\_  
\_\_\_\_\_
4. Dave told him, "I don't know what some of the signs *represent*, either." (stand) \_\_\_\_\_  
\_\_\_\_\_
5. Tom said, "I need to *take* a test *that I missed*." (make) \_\_\_\_\_  
\_\_\_\_\_
6. I'll wait until I have *given to the teacher* my paper on airplanes. (turn) \_\_\_\_\_  
\_\_\_\_\_
7. I list the things that I need to do, and I *mark* them *out* one by one as I do them. (cross) \_\_\_\_\_  
\_\_\_\_\_
8. "I should *assemble* a list, too," said Dave. (put) \_\_\_\_\_  
\_\_\_\_\_
9. But it would be so long that I would just *stop trying*. (give) \_\_\_\_\_  
\_\_\_\_\_
10. "I think that I'll *succeed* in chemistry *after some hard work*," said Tom. (pull) \_\_\_\_\_  
\_\_\_\_\_
11. Somehow we *manage*. (get) \_\_\_\_\_  
\_\_\_\_\_
12. We just have to *continue to try* it. (keep) \_\_\_\_\_  
\_\_\_\_\_
13. "Yes," Lee said, "but sometimes I'd rather *escape* from it." (get) \_\_\_\_\_  
\_\_\_\_\_

### PRONUNCIATION OF TWO- AND THREE-WORD VERBS

Most speakers stress the words or syllables in the ways shown below in boldface italic type.

Intransitive and separable verbs: In verbs marked I and S in the glossary, pronounce the second word a little more strongly.

Henry *gave up*.

Helen *handed in* the paper.

Helen *handed* the paper *in*.

Helen and Maria *get along* well in their work.

Exception: With separable verbs, if the object names something not mentioned before, stress that object.

The teacher said, "Don't *put* your *lessons off*."

Nonseparable verbs: Pronounce the first word a little more strongly in verbs marked NS in the glossary.

Dave *looked for* another book.

Three-word verbs: Pronounce the second word most strongly.

Andy *caught up with* Sigrid.

### 5. Practicing Pronunciation

Read "Getting Along in One's Schoolwork" again, aloud if possible. Be especially careful about stressing (accenting) slightly the words or syllables in boldface italic type.

### 6. Using Separable Verbs

Read once more "Kinds of Two-Word Verbs," page 3.

Here are some parts of sentences with S verbs. Make three sentences with each. Show where each object may be placed.

EXAMPLE: Look up in the library. (the article, it)

*Look up the article in the library.*

*Look the article up in the library.*

*Look it up in the library.*

1. Nina *checks over*. (each paper, it)

---

---

---

2. Hedda *tore up*. (several pages, them)

---

---

---

3. She *figured out*. (them, the answers)

---

---

---

4. Dave *looked up*. (an old magazine, it)

---

---

---



5. Tom *made up* on Tuesday. (a test, it)

---

---

---

6. He had *turned in* on Monday. (it, his paper)

---

---

---

7. He made a list of assignments and *crossed off* one by one. (the items, them)

---

---

---

8. Lee disliked studying, and he kept *putting off*. (it, his history lesson)

---

---

---

9. He *handed in* late. (his paper, it)

---

---

---

10. Tom *put together*. (it, a list)

---

---

---

### 7. Making Up Original Sentences

Use some of these verbs to explain what you did when you prepared an assignment for one of your classes.

go after \_\_\_\_\_

look ... up ...

read ... through ...

look for \_\_\_\_\_

put ... off ...

keep at \_\_\_\_\_

put ... in ...

tear ... up ...

try ... out on ...

check ... over ...

hand ... in ...

turn ... in ...

put ... together ...

---

---

---

Name \_\_\_\_\_ Section \_\_\_\_\_ Date \_\_\_\_\_

---

---

---

---

---

Use some of these verbs to talk or write about your studies.

brush up on _____	find . . . out . . .	look . . . up . . .
cross . . . off . . .	get along	make . . . up . . .
fall behind	give up	pull through
figure . . . out . . .	keep up with _____	

---

---

---

---

---

---

---

---

---

---

## 2. Home Life (I)

---

### Getting Up with the Jacksons

The alarm clock in Mr. and Mrs. Jackson's bedroom *goes off* at 6:30 A.M. Sleepily, Mr. Jackson reaches toward it to *turn it off*. He *gives up* trying to reach it and lets it *run down*.

By now Mrs. Jackson is awake. She *turns on* the light beside the bed and shakes her husband. "It's time to *get up*, George," she tells him.

"Aw—don't—" he mutters. But she *keeps on* shaking him until he too is awake. He *sits up*, but his eyes are still closed. Finally he *stands up*.

Mrs. Jackson *puts on* a bathrobe. Mr. Jackson *goes in* to take a shower and, awake at last, goes downstairs to set the table. In the kitchen Mrs. Jackson *plugs in* the coffee maker. She wants to boil eggs but remembers that they *used up* the eggs yesterday. She puts bread into the toaster and waits for it to *pop up*. Mr. Jackson puts cereal, milk, and juice on the table.

Then Mrs. Jackson *lets out* the cat. She calls the sixteen-year-old twins. "Breakfast!" she shouts. "Jim! Jane!"

In a few minutes all four are at the table. "What in the world do you *have on*?" Jim asks Jane.

"I forgot to *wash out* my clothes last night, so this morning I *hunted up* these things to wear."

"I thought you had *given* those old things *away* long ago," Jim tells her. "They look shabby."

"Leave me alone!" she says angrily.

"Children," Mrs. Jackson begs, "please don't *get into* a fight. I'm *running out of* patience with both of you. I don't *feel like* listening to another argument. Tom did not often argue before he left for college. Jane, you should *put* your clothes *away*. Then you could find something better to wear. I've told both of you again and again, 'Please *hang up* your clothes.' "

George Jackson is reading the newspaper. He laughs softly. "If you *come across* something funny or even interesting, you might *let us in on* it," his wife says.

"I'm just *looking at* the sports pages, Edna," he tells her. "You usually don't *care for* professional sports."

She goes to *see about* the cat and *lets it in*. The twins *pick up* their schoolbooks and go to school. George *puts* his coat *on*. As he *sets out* for work, he says to his wife, "Have a good day, Edna."

## GLOSSARY

INFINITIVE	PAST TENSE	PAST PARTICIPLE	
<b>care for</b> _____ enjoy, like (generally preceded by <i>not</i> or used in a question) ( <i>Care about</i> _____ has the same meaning.) Many children do not <i>care for</i> cooked vegetables. Would you <i>care for</i> some vegetables?	<b>cared for</b>	<b>[have] cared for</b>	(NS)
<b>come across</b> _____ find, happen to find, notice, see Andy <i>came across</i> an old photograph.	<b>came across</b>	<b>[have] come across</b>	(NS)
<b>feel like</b> _____ want (to), desire, have a wish (for or to) (usually followed by an <i>-ing</i> word) Do you <i>feel like</i> going to a movie?	<b>felt like</b>	<b>[have] felt like</b>	(NS)
<b>get into</b> _____ enter, start (a fight), become engaged in The twins <i>got into</i> the car. Then they <i>got into</i> an argument.	<b>got into</b>	<b>[have] got or gotten into</b>	(NS)
<b>get up</b> rise (from bed or any sitting or lying position) Many Americans <i>get up</i> very early.	<b>got up</b>	<b>[have] got or gotten up</b>	(I)
<b>give . . . away . . .</b> give, make a present of The twins <i>gave away</i> their clothes that were too small.	<b>gave away</b>	<b>[have] given away</b>	(S)
<b>give . . . up . . .</b> stop (doing something), abandon, relinquish Fernando <i>gave up</i> smoking last year. (Also I. See Chapter 1)	<b>gave up</b>	<b>[have] given up</b>	(S)
<b>go in</b> enter, move from one place into another Edna opened the door and <i>went in</i> .	<b>went in</b>	<b>[have] gone in</b>	(I)
<b>go off</b> ring, sound (an alarm clock or a similar device) My alarm clock did not <i>go off</i> this morning.	<b>went off</b>	<b>[have] gone off</b>	(I)
<b>hang . . . up . . .</b> place on a hanger or hook, etc. Mr. Jackson <i>hung</i> some tools <i>up</i> in his garage. (Also I, end a telephone conversation: She finished talking on the phone and <i>hung up</i> .)	<b>hung up</b>	<b>[have] hung up</b>	(S)
<b>have . . . on . . .</b> wear, be dressed in Edna still <i>had</i> her bathrobe <i>on</i> .	<b>had on</b>	<b>[have] had on</b>	(S)
<b>hunt . . . up . . .</b> look for and find Jim <i>hunted up</i> his old baseball.	<b>hunted up</b>	<b>[have] hunted up</b>	(S)

INFINITIVE	PAST TENSE	PAST PARTICIPLE	
<b>keep on</b> _____ continue, persist in (usually followed by an <i>-ing</i> word) The clock <i>kept on</i> ringing. (Also I: Please <i>keep on</i> .)	<b>kept on</b>	<b>[have] kept on</b>	(NS)
<b>let . . . in . . .</b> allow to come in; open a door, etc., to admit Mrs. Jackson <i>let in</i> her neighbors' little boy.	<b>let in</b>	<b>[have] let in</b>	(S)
<b>let . . . in on . . .</b> allow someone else to share (some information) (requires an object in each blank) Please tell us. <i>Let us in on</i> the secret.	<b>let in on</b>	<b>[have] let in on</b>	(S)
<b>let . . . out . . .</b> allow to go out; open a door, etc., to permit an exit After a few minutes she <i>let</i> the little boy <i>out</i> .	<b>let out</b>	<b>[have] let out</b>	(S)
<b>look at</b> _____ read, read quickly, examine, observe, pay attention to, watch Have you <i>looked at</i> prices of fresh fruit lately?	<b>looked at</b>	<b>[have] looked at</b>	(NS)
<b>pick . . . up . . .</b> lift, take into one's hands Please <i>pick up</i> those three little boxes.	<b>picked up</b>	<b>[have] picked up</b>	(S)
<b>plug . . . in . . .</b> start (a toaster, etc.) by putting its plug into an electrical outlet The machine will not work unless you <i>plug</i> it <i>in</i> .	<b>plugged in</b>	<b>[have] plugged in</b>	(S)
<b>pop up</b> rise suddenly A child's head <i>popped up</i> behind the chair.	<b>popped up</b>	<b>[have] popped up</b>	(I)
<b>put . . . away . . .</b> put (something) where it should be or usually is Fred generally <i>puts</i> his tools <i>away</i> .	<b>put away</b>	<b>[have] put away</b>	(S)
<b>put . . . on . . .</b> place a dress or other garment on oneself or someone else Jim <i>put on</i> his blue socks. The baby's mother <i>put</i> his shoes <i>on</i> for him.	<b>put on</b>	<b>[have] put on</b>	(S)
<b>run down</b> become unwound, stop going (a clock, an alarm, etc.) His clock <i>ran down</i> because he had not wound it.	<b>ran down</b>	<b>[have] run down</b>	(I)
<b>run out of</b> _____ lose (patience), come to the end of (usually money or time) George wanted to buy and read several magazines, but he <i>ran out of</i> time and money.	<b>ran out of</b>	<b>[have] run out of</b>	(NS)
<b>see about</b> _____ attend to, take care of, check the safety of Mothers and fathers often get up at night to <i>see about</i> the baby.	<b>saw about</b>	<b>[have] seen about</b>	(NS)

INFINITIVE	PAST TENSE	PAST PARTICIPLE	
<b>set out</b> start (a trip) (often followed by <i>on</i> ) Mr. Jackson <i>sets out</i> for work five mornings each week. The sailors <i>set out</i> in January on their long journey.	<b>set out</b>	<b>[have] set out</b>	(I)
<b>sit up</b> change from a lying to a sitting position George was still sleepy, but finally he <i>sat up</i> .	<b>sat up</b>	<b>[have] sat up</b>	(I)
<b>stand up</b> change to a standing position Jim <i>stood up</i> too quickly and bumped his head against a tree branch.	<b>stood up</b>	<b>[have] stood up</b>	(I)
<b>turn . . . off . . .</b> stop (the water, light, clock, television, etc.) Don't forget to <i>turn off</i> the television.	<b>turned off</b>	<b>[have] turned off</b>	(S)
<b>turn . . . on . . .</b> start (the water, light, clock, television, etc.) Mr. Jackson <i>turned</i> the hot water <i>on</i> .	<b>turned on</b>	<b>[have] turned on</b>	(S)
<b>use . . . up . . .</b> use all of Jane has <i>used up</i> her paper.	<b>used up</b>	<b>[have] used up</b>	(S)
<b>wash . . . out . . .</b> wash, launder, wash lightly, rinse Some travelers <i>wash out</i> some of their clothes every night.	<b>washed out</b>	<b>[have] washed out</b>	(S)



## EXERCISES

### 1. Reading

Read "Getting Up with the Jacksons" several times. Each student may perhaps read a paragraph aloud.

### 2. Substituting

In the following sentences synonyms have been used for the two-word or three-word verbs. What would be the correct form of the two-word or three-word verb? (Remember that in the present tense a singular subject—except *I* and *you*—requires a final *s*: Jane turns the light off.) Be ready to read your sentence aloud.

1. The alarm in the Jacksons' bedroom *rings* at 6:30. (go) \_\_\_\_\_  
\_\_\_\_\_
2. Mr. Jackson reaches over to *stop* it. (turn) \_\_\_\_\_  
\_\_\_\_\_
3. He *abandons* the effort. (give) \_\_\_\_\_  
\_\_\_\_\_
4. He lets it *become unwound*. (run) \_\_\_\_\_  
\_\_\_\_\_
5. Mrs. Jackson *starts* the light. (turn) \_\_\_\_\_  
\_\_\_\_\_
6. "It's time to *rise from bed*," she tells her husband. (get) \_\_\_\_\_  
\_\_\_\_\_
7. She *continues* shaking him. (keep) \_\_\_\_\_  
\_\_\_\_\_
8. Finally he *changes to a sitting position*. (sit) \_\_\_\_\_  
\_\_\_\_\_
9. Then he *changes to a standing position*. (stand) \_\_\_\_\_  
\_\_\_\_\_
10. Mrs. Jackson *places* a bathrobe *on herself*. (put) \_\_\_\_\_  
\_\_\_\_\_
11. Mr. Jackson *enters* to take a shower. (go) \_\_\_\_\_  
\_\_\_\_\_

12. In the kitchen Mrs. Jackson *puts the plug of* the coffee maker *into an electrical outlet.* (plug) \_\_\_\_\_  
\_\_\_\_\_
13. She remembers that she *used all of* the eggs yesterday. (use) \_\_\_\_\_  
\_\_\_\_\_
14. She waits for the bread in the toaster to *rise suddenly.* (pop) \_\_\_\_\_  
\_\_\_\_\_
15. She *opens the door to allow* the cat to *go out.* (let) \_\_\_\_\_  
\_\_\_\_\_

### 3. Substituting

Continue as in Exercise 2.

1. Jim asks Jane, "What in the world *are you wearing?*" (have) (Hint: Use *do you* before the two-word verb.) \_\_\_\_\_  
\_\_\_\_\_
2. "I forgot to *launder* my clothes last night," she tells him. (wash) \_\_\_\_\_  
\_\_\_\_\_
3. So this morning I had to *look for and find* something else. (hunt) \_\_\_\_\_  
\_\_\_\_\_
4. "I thought you had *made a present of* those old things long ago," Jim tells her. (give) \_\_\_\_\_  
\_\_\_\_\_
5. "Children," says Mrs. Jackson, "please don't *start* a fight." (get) \_\_\_\_\_  
\_\_\_\_\_
6. I'm *coming to the end of* patience. (run) \_\_\_\_\_  
\_\_\_\_\_
7. I *don't want to* listen to another argument. (feel) (Hint: Use *listening* instead of *listen.*) \_\_\_\_\_  
\_\_\_\_\_
8. Jane, if you would *put* your clothes *where they belong*, you could easily find something better to wear. (put) \_\_\_\_\_  
\_\_\_\_\_
9. I've often told you, "Please *put* your clothes *on hangers.*" (hang) \_\_\_\_\_  
\_\_\_\_\_
10. Mrs. Jackson says to her husband, "If you *happen to find* something interesting, you might tell us." (come) \_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_ Section \_\_\_\_\_ Date \_\_\_\_\_

11. You should *share with* us whatever is funny. (let) \_\_\_\_\_  
\_\_\_\_\_
12. I'm just *reading* the sports pages. (look) \_\_\_\_\_  
\_\_\_\_\_
13. You don't *enjoy* professional sports. (care) \_\_\_\_\_  
\_\_\_\_\_
14. Edna *attends to* the cat and *opens the door to allow* it to come in. (see, let) \_\_\_\_\_  
\_\_\_\_\_
15. The twins *lift with their hands* their schoolbooks. (pick) \_\_\_\_\_  
\_\_\_\_\_
16. George *starts* for the place where he works. (set) \_\_\_\_\_  
\_\_\_\_\_

#### 4. Using Past Tense Forms

In Exercises 2 and 3 the verbs you used are mainly in the present tense. Change the following to the past tense: sentences 3, 5, 7, 8, 9, 10, 11, 12, and 15 of Exercise 2; sentences 14, 15, and 16 of Exercise 3.

EXAMPLE: The alarm in the Jacksons' bedroom *goes off*.  
Past: The alarm in the Jacksons' bedroom *went off*.

#### 5. Using Past Participles

Change the same sentences as in Exercise 4. This time use *have* or *has* and the past participle.

EXAMPLE: The alarm in the Jacksons' bedroom *has gone off*.

#### 6. Making Up Pantomimes

When you do a pantomime, you pretend to perform an action. For example, to pantomime *turn off* you could reach for an imaginary alarm clock and make the motion of turning it off.

A pantomime may be done in front of the whole class or in small groups. The teacher may change some of the instructions.

For the following pantomime four students may work together. Follow this example, but make any necessary changes:

- Student 1: Please turn off the alarm clock.  
Student 2: (Does the pantomime. He or she pretends to turn off an alarm clock.)  
Student 3: Did (he, she) turn off the alarm clock?  
Student 4: Yes, (he, she) turned it off like this. (Does the pantomime.)

Use these verbs:

*turn on* the light                      *wash out* (a shirt, etc.)  
*sit up*                                      *put away* (a shirt, etc.)

*stand up*  
*put on* a coat  
*plug in* the toaster  
*let* the cat *out*

*hang up* (a coat, etc.)  
*look at* the newspaper  
*pick* some books *up*

## 7. Answering Questions

Answer each question by completing the response or responses. In your answers, use the correct form of the two-word verb. Be ready to read your completed sentences aloud.

EXAMPLE: (turn on) What did Mrs. Jackson do to the light?

She turned on the light.

She turned it on.

- (go off) What did the alarm clock do? It \_\_\_\_\_ at 6:30.
- (put on) What kind of garment did Edna Jackson wear? She \_\_\_\_\_ a bathrobe.
- (sit up) What did Mr. Jackson do? He \_\_\_\_\_.
- (plug in) What did Mrs. Jackson do to the coffee maker? She \_\_\_\_\_ the coffee maker. She \_\_\_\_\_ it \_\_\_\_\_.
- (use up) Why didn't she boil eggs? She had \_\_\_\_\_ the eggs yesterday. She had \_\_\_\_\_ them \_\_\_\_\_ yesterday.
- (pop up) What does bread do after it is heated in some electric toasters? It \_\_\_\_\_.
- (let out) What did Mrs. Jackson do to the cat? She \_\_\_\_\_ the cat \_\_\_\_\_. She \_\_\_\_\_ it \_\_\_\_\_.
- (wash out) What did Jane forget to do last night? She forgot to \_\_\_\_\_ her clothes \_\_\_\_\_. She forgot to \_\_\_\_\_ them \_\_\_\_\_.
- (have on) What did Jim ask his sister? He asked her what in the world she \_\_\_\_\_.
- (run out of) What did Mrs. Jackson tell her children? She told them that she was \_\_\_\_\_ patience.
- (put away) What did she tell Jane to do with her clothes? She said that Jane should \_\_\_\_\_ her clothes. She said that Jane should \_\_\_\_\_ them \_\_\_\_\_.
- (hang up) What else did she tell Jane? She said that Jane should \_\_\_\_\_ her clothes \_\_\_\_\_. She said that Jane should \_\_\_\_\_ them \_\_\_\_\_.
- (care for) Did Edna Jackson \_\_\_\_\_ professional sports? No, she did not \_\_\_\_\_ them at all.
- (let in) What did Mrs. Jackson do when the cat scratched outside the door? She \_\_\_\_\_ the cat \_\_\_\_\_. She \_\_\_\_\_ it \_\_\_\_\_.
- (pick up) What did the twins do to their schoolbooks? They \_\_\_\_\_ their books. They \_\_\_\_\_ them \_\_\_\_\_.



## 3. Home Life (II)

---

### What Is Going On in Mrs. Jackson's Busy Day?

George has gone to work, and the twins have gone to school. Edna dresses and then *tunes in* a news and music program on the radio. She listens while she works. She likes to know what is *going on* in the world.

Today Edna will not be working part-time in the library, as she usually does, so it is her day for cleaning. She *leaves* the radio *on* while she *cleans up* the kitchen. She *clears off* the table, *washes up* all the dirty dishes, and *wipes off* the table and the counters. She *washes out* the sink. She *rubs off* some stains from the stove top, where some soup *boiled over* when the twins were cooking yesterday. Then she *mops up* the kitchen floor.

Later Edna raises the windows in the bedrooms. She wants to *air* the rooms *out*. Soon she closes the windows to *shut out* the cold. Then she *puts up* clean curtains in one bedroom. She sees that the twins have *made up* the beds in their rooms. But she thinks, "Neither one of them has *put* any clothes *away* for three days!" In the bathroom she finds that the drain in the washbasin is *plugged up*. She tries to *open* it *up* with a plunger.

While she is *straightening up* the living room, the telephone rings. Cynthia Smith has *called up*. She wants Edna to become an officer of the League of Women Voters, in which Edna works actively. During the conversation the telephone suddenly becomes silent, and Edna *hangs up*. Cynthia soon *calls back*. "I believe that something *cut us off*," she says.

A little later Edna *sits down* to *make out* a menu for dinner and to prepare a shopping list. "The family *eats* everything *up* so fast," she thinks to herself. "Let's see. I need to *stock up on* sugar and flour and to buy some meat and vegetables for Saturday and Sunday. And we need eggs. This family doesn't like to *do without* eggs."

She does not *dress up* to go to the shopping center. She wears ordinary clothes. She goes into a clothing store and *tries on* some dresses but does not buy any. In the food store she *picks out* the vegetables and carefully *looks over* the meat.

Back home, she thinks, "I'd like to *lie down* and *doze off* for a few minutes, but it's too late. I'll have time only to mix a cake before I *cut up* the chicken."

## GLOSSARY

INFINITIVE	PAST TENSE	PAST PARTICIPLE	
<b>air . . . out . . .</b> open windows or doors to let stale air out and fresh air in We should <i>air out</i> this smoky room. (Also I, receive fresh air: The room <i>aired out</i> quickly. Similarly: The dirt <i>washed out</i> easily. The liquid <i>drained off</i> readily.)	<b>aired out</b>	<b>[have] aired out</b>	(S)
<b>boil over</b> flow over the top (of a pan, etc.) while boiling Part of the soup was lost when it <i>boiled over</i> .	<b>boiled over</b>	<b>[have] boiled over</b>	(I)
<b>call back</b> call again (usually on the telephone) George is not at home now. Can you <i>call back</i> later? (Also S: Mr. Anderson <i>called</i> him <i>back</i> an hour later.)	<b>called back</b>	<b>[have] called back</b>	(I)
<b>call up</b> call on the telephone (= British <i>ring up</i> ) Cynthia <i>called up</i> in the morning. (Also S: She <i>called me up</i> .)	<b>called up</b>	<b>[have] called up</b>	(I)
<b>clean . . . up . . .</b> make clean, remove dirt, etc. Brendan <i>cleaned up</i> the garage floor. (Also I: After working, he <i>cleaned up</i> by taking a shower. He <i>cleaned</i> himself <i>up</i> in the bathroom.)	<b>cleaned up</b>	<b>[have] cleaned up</b>	(S)
<b>clear . . . off . . .</b> remove dishes, etc., from Jim helped Edna to <i>clear off</i> the table.	<b>cleared off</b>	<b>[have] cleared off</b>	(S)
<b>cut . . . off . . .</b> stop, interrupt (concerning a telephone call) The telephone company sometimes accidentally <i>cuts off</i> a call.	<b>cut off</b>	<b>[have] cut off</b>	(S)
<b>cut . . . up . . .</b> cut into pieces The recipe said to <i>cut up</i> the cabbage first.	<b>cut up</b>	<b>[have] cut up</b>	(S)
<b>do without _____</b> live without, manage without The Jacksons <i>did without</i> heat when their furnace was broken. (Also I: She had no butter, but she decided to <i>do without</i> .)	<b>did without</b>	<b>[have] done without</b>	(NS)
<b>doze off</b> begin to sleep Jim <i>dozed off</i> but awoke suddenly.	<b>dozed off</b>	<b>[have] dozed off</b>	(I)
<b>dress up</b> put on especially good or somewhat formal clothes Many people <i>dress up</i> before going to church. (Also S: She <i>dressed</i> the child <i>up</i> in her newest clothes.)	<b>dressed up</b>	<b>[have] dressed up</b>	(I)



INFINITIVE	PAST TENSE	PAST PARTICIPLE	
<b>eat . . . up . . .</b> eat, eat all of Have we <i>eaten up</i> the bread?	<b>ate up</b>	<b>[have] eaten up</b>	(S)
<b>go on</b> happen, occur (often in the form <i>going on</i> ) Edna heard a noise and wondered what was <i>going on</i> .	<b>went on</b>	<b>[have] gone on</b>	(I)
<b>hang up</b> (See Chapter 2)			
<b>leave . . . on . . .</b> allow to continue going or operating (a radio, television, record player, water, lights, etc.) Don't shut off the television yet. Please <i>leave it on</i> .	<b>left on</b>	<b>[have] left on</b>	(S)
<b>lie down</b> change to a lying position The cat was starting to <i>lie down</i> when she heard a dog.	<b>lay down</b>	<b>[have] lain down</b>	(I)
<b>look . . . over . . .</b> inspect, examine Good shoppers carefully <i>look over</i> everything they buy.	<b>looked over</b>	<b>[have] looked over</b>	(S)
<b>make . . . out . . .</b> think of and write (something short, such as a list) Edna sometimes <i>makes out</i> a list of things to do for the whole week.	<b>made out</b>	<b>[have] made out</b>	(S)
<b>make . . . up . . .</b> straighten bed covers or put fresh sheets on a bed "Do we have to <i>make up</i> our beds?" Jane and Jim asked.	<b>made up</b>	<b>[have] made up</b>	(S)
<b>mop . . . up . . .</b> clean (especially to clean a floor with a mop and water) The floor was dirty, so Edna <i>mopped it up</i> .	<b>mopped up</b>	<b>[have] mopped up</b>	(S)
<b>open . . . up . . .</b> cause to open (sometimes by removing an obstruction) The plumber <i>opened up</i> the drain. Billy <i>opened up</i> the package. (Also I, become open: The door <i>opens up</i> when he presses a button.)	<b>opened up</b>	<b>[have] opened up</b>	(S)
<b>pick . . . out . . .</b> select, choose The Jacksons <i>pick out</i> healthful foods.	<b>picked out</b>	<b>[have] picked out</b>	(S)
<b>plug . . . up . . .</b> close with dirt or hair or something else ( <i>Block up</i> and <i>clog up</i> may have the same meaning.) Some paper had <i>plugged</i> the drain <i>up</i> .	<b>plugged up</b>	<b>[have] plugged up</b>	(S)
<b>put . . . away . . .</b> (See Chapter 2)			
<b>put . . . up . . .</b> hang (curtains or drapes) on rods or other fasteners The Jacksons <i>put up</i> new drapes in the living room.	<b>put up</b>	<b>[have] put up</b>	(S)



INFINITIVE	PAST TENSE	PAST PARTICIPLE	
<b>rub . . . off . . .</b> remove by rubbing (moving a cloth, etc., while pressing down) Edna <i>rubbed off</i> a spot from her magazine cover.	<b>rubbed off</b>	<b>[have] rubbed off</b>	(S)
<b>shut . . . out . . .</b> exclude, keep out, lock out Some people put cotton into their ears to <i>shut out</i> loud noise.	<b>shut out</b>	<b>[have] shut out</b>	(S)
<b>sit down</b> change from a standing to a sitting position Ali <i>sat down</i> to read.	<b>sat down</b>	<b>[have] sat down</b>	(I)
<b>stock up on _____</b> get a supply of, get a large amount for later use Edna <i>stocked up on</i> typing paper, which was on sale. (Also <i>stock up</i> : She needed typing paper, so she <i>stocked up</i> .)	<b>stocked up on</b>	<b>[have] stocked up on</b>	(NS)
<b>straighten . . . up . . .</b> put into neat or proper order or condition The twins must learn to <i>straighten up</i> their own rooms. (Also I, become properly straight: The bushes <i>straightened up</i> after the storm.)	<b>straightened up</b>	<b>[have] straightened up</b>	(S)
<b>try . . . on . . .</b> put on a dress or other garment to judge its fit and appearance George <i>tried on</i> some new shoes, but they were too small.	<b>tried on</b>	<b>[have] tried on</b>	(S)
<b>tune . . . in . . .</b> turn (radio or television) controls so that the sound or picture is clear; choose a station or channel We tried to <i>tune in</i> Channel 8, but the picture was poor. (Also I: <i>Tune in</i> again tomorrow.)	<b>tuned in</b>	<b>[have] tuned in</b>	(S)
<b>wash . . . out . . .</b> wash the inside of (See also Chapter 2) Please <i>wash out</i> this pan for me.	<b>washed out</b>	<b>[have] washed out</b>	(S)
<b>wash . . . up . . .</b> wash, clean thoroughly (often by using water and soap) Joanna <i>washed up</i> the pans and spoons when she finished baking.	<b>washed up</b>	<b>[have] washed up</b>	(S)
<b>wipe . . . off . . .</b> clean the surface of (usually with a cloth, etc.) Fred <i>wiped off</i> some oil from his bicycle.	<b>wiped off</b>	<b>[have] wiped off</b>	(S)

## EXERCISES

### 1. Reading

Read "What Is Going On in Mrs. Jackson's Busy Day?" several times. Then perhaps each student may read a paragraph aloud.

### 2. Answering Questions

Answer each question by completing each response. The first part of the two-word verb is in parentheses, but you must choose the correct form. Be ready to read your completed sentences aloud.

1. (turn) What does Edna do to the radio? She \_\_\_\_\_ the radio.  
She \_\_\_\_\_ it \_\_\_\_\_ .
2. (go) Why does she listen to the news? She wants to know what is \_\_\_\_\_ .
3. (clean) What does she do to the kitchen? She \_\_\_\_\_ the kitchen.  
She \_\_\_\_\_ it \_\_\_\_\_ .
4. (clear, wash, wipe, rub, mop) She \_\_\_\_\_ the table \_\_\_\_\_ , \_\_\_\_\_  
\_\_\_\_\_ the dishes, \_\_\_\_\_ the table, \_\_\_\_\_  
\_\_\_\_\_ some stains on the stove top, and \_\_\_\_\_  
the floor.
5. (leave) What does she do to the radio while she is cleaning up the kitchen? She \_\_\_\_\_  
the radio \_\_\_\_\_ . She \_\_\_\_\_ it \_\_\_\_\_ .
6. (boil) What did the soup do yesterday? It \_\_\_\_\_ .
7. (air) Why does Edna raise the bedroom windows? She wants to \_\_\_\_\_  
the room.
8. (make) Were the twins' beds neat? Yes. They had \_\_\_\_\_ them \_\_\_\_\_ . Yes.  
They had \_\_\_\_\_ their beds.
9. (hang) What had the twins failed to do? They had not \_\_\_\_\_  
their clothes.
10. (plug) What is wrong with the bathroom drain? Some paper has \_\_\_\_\_ it \_\_\_\_\_ .
11. (open) What does Edna do with the drain? She \_\_\_\_\_ the drain \_\_\_\_\_ with a  
plunger. She \_\_\_\_\_ it \_\_\_\_\_ with a plunger.
12. (straighten) What does she do to the living room? She \_\_\_\_\_ the  
living room.
13. (call) What does Cynthia Smith do? She \_\_\_\_\_ .
14. (call) What does Cynthia do after the telephone suddenly becomes silent?  
She \_\_\_\_\_ .
15. (cut) What does she say may have happened? She says that something \_\_\_\_\_ them  
\_\_\_\_\_ .

16. (sit) Does Edna stand while she prepares a shopping list? No, she \_\_\_\_\_ .
17. (make) How does she plan dinner? She \_\_\_\_\_ a menu.
18. (eat) Do the Jacksons waste food? No. They \_\_\_\_\_ everything \_\_\_\_\_ quickly.
19. (stock) What does Edna decide to get at the stores? She decides to \_\_\_\_\_ sugar and flour.
20. (do) Do the Jacksons like eggs? Yes. They do not like to \_\_\_\_\_ eggs.
21. (dress) Does Edna put on her best clothes when she goes shopping? No, she does not \_\_\_\_\_ .
22. (try) What does she do with some dresses in the shop? She \_\_\_\_\_ them \_\_\_\_\_ .
23. (pick, look) What does she do to vegetables and fruit and meat? She \_\_\_\_\_ the vegetables and fruit and carefully \_\_\_\_\_ the meat.
24. (lie, doze) What would she like to do at home? She would like to \_\_\_\_\_ and \_\_\_\_\_ .
25. (cut) What does she do instead? She mixes a cake and \_\_\_\_\_ a chicken.

## VERBS WITH "UP"

When *up* is used after some verbs, it mainly intensifies (makes stronger) the meaning. It also suggests that the action is finished, not just started. Often *up* may be omitted without changing the meaning very much. Here are the verbs from "Mrs. Jackson's Busy Day" that use *up* without changing the meaning greatly:

block up	make up (a bed)	clog up
eat up	wash up	plug up
straighten up	clean up	
call up	mop up	

*Cleaning up* a room, for example, is about the same as *cleaning* a room. *Making up* a bed is about the same as *making* a bed.

Other such verbs, some of which will appear in later chapters, are the following:

add up	burn up	count up
drink up	fill up	tie up
write up		

Sometimes *up* means a direction. When Edna *puts up* curtains, she really does move them *up* in front of the windows. *Climb up* and *move up* are other examples.

In a few words, *up* means "into small pieces":

<b>break . . . up . . .</b>	Robbers <i>broke up</i> some furniture.
<b>chew . . . up . . .</b>	The dog <i>chewed up</i> a small pillow.
<b>chop . . . up . . .</b>	George <i>chopped up</i> some wood.
<b>cut . . . up . . .</b>	Edna <i>cut</i> the chicken <i>up</i> .
<b>tear . . . up . . .</b>	The student <i>tore</i> his paper <i>up</i> .

*Dress up* does not have the same meaning as *dress*. It means "put on very good or rather formal clothes."

Most of the verbs listed are usually separable:

Edna *filled up* the dish.

Edna *filled* the dish *up*.

### 3. Using Verbs with "Up"

Read each of the following sentences aloud. Use first one of the parts in parentheses, then the other. If a blank is shown, add a similar word or words that you yourself think of.

1. Cynthia called (Edna, her friend, \_\_\_\_\_) up.
2. Edna cleaned up the (kitchen, bedroom, \_\_\_\_\_) yesterday.
3. Jane and Jim ate up (the candy, the eggs, \_\_\_\_\_) last night.
4. Edna made (the bed, the sofa) up.
5. She made out (a menu, a list of things she needed).
6. Mop (the basement floor, the kitchen floor) up, please.
7. The twins should straighten (their rooms, their desks, their \_\_\_\_\_) up.
8. Jane washed up (the dirty dishes, the pans, \_\_\_\_\_).
9. Some paper has plugged up (the sink, a drain).
10. The dog chewed up (a shoe, a small rug, \_\_\_\_\_).
11. Jane filled up (her glass, Jim's cup, \_\_\_\_\_).
12. Why did you tie (the dog, the box) up?
13. Did Edna cut up (the chicken, the oranges, the \_\_\_\_\_)?
14. Next, chop up (the eggs, the apples, \_\_\_\_\_).
15. Why did she tear up (the letter, the old dress, the \_\_\_\_\_)?
16. Who broke up (the furniture, the big piece of ice, \_\_\_\_\_)?

### VERBS WITH "OFF" AND "OUT"

In the following verbs, *off* refers to the surface (the outer part) of something:

<b>brush . . . off . . .</b>	remove something with a brush or something similar
<b>clear . . . off . . .</b>	remove dishes from
<b>dust . . . off . . .</b>	take dust from the surface of
<b>rinse . . . off . . .</b>	wash lightly the surface of
<b>rub . . . off . . .</b>	remove by rubbing
<b>wash . . . off . . .</b>	wash the surface of
<b>wipe . . . off . . .</b>	clean the surface of

For example, when Edna *wipes off* the table, she wipes the surface of the table.

However, as the glossary shows, in telephone use to *cut off* is to stop or interrupt a call. To *doze off* is to begin to sleep.

In the following verbs, *out* refers to moving dust, etc., from the inside to the outside of something:

<b>air . . . out . . .</b>	move stale air from inside a room to outside
<b>brush . . . out . . .</b>	use a brush to move dirt, etc., from inside to outside
<b>clean . . . out . . .</b>	move dirt, etc., from inside to outside
<b>rinse . . . out . . .</b>	use water to move dirt, etc., from the inside
<b>sweep . . . out . . .</b>	use a broom to move dirt, etc., from inside
<b>wash . . . out . . .</b>	use water (and possibly soap, etc.) to move dirt, etc., from inside
<b>wipe . . . out . . .</b>	use a cloth, etc., to move dust, etc., from inside

*Pick out*, however, usually means “select, choose.”

Edna *picks out* the food that she will cook.

Many of these verbs with *off* and *out* may have two kinds of objects. For example:

He brushed off the *table*. (Names the surface that was brushed)

He brushed off the *snow*. (Tells what was removed)

She rinsed out the *cup*.

She rinsed out the *tea leaves*.

#### 4. Using Verbs with “Off” and “Out”

Read each of the following sentences aloud. Use first one of the parts in parentheses, then the other. You or your teacher may then suggest some other possibilities.

1. Edna rubbed off (some stains, some pencil marks).
2. She brushed (the crumbs, some ants, the chair) off.
3. Jane dusted off (the chair, her desk).
4. George cleared (the table, the counter) off.
5. Edna rinsed off (the plates, the spoons, the bits of food).
6. Jim wiped (his bicycle, the dust) off.
7. Edna washed off (the counter, some dried egg).
8. Jim cleaned off (a shelf, several shelves, the rust).
9. He also brushed out (the car, a large box, some spider webs).
10. George cleaned out (a pail, the garage).
11. He rinsed (an old pail, a pan) out.
12. He washed out (an old pail, the pan, the white powder).
13. He wiped (a pail, a pan) out.
14. He swept out (the garage, one room, the dirt).
15. Edna opened the doors to air (the room, the bedrooms) out.

#### 5. Making Up Pantomimes

For the following pantomimes two students may work together, then another two, and so on. Follow this example:





## 4. Home Life (III)

---

### The Jacksons Talk Things Over

When Jane and Jim *come back* from school, Jim says, "It's *clouding up* and *cooling off*, Mom. I think a storm is *coming up*."

"That's too bad," his mother answers. "I'd rather have it *warm up*. I hate to see winter *set in*. I hope that a storm doesn't *snow* us *in* as it did last year. The snow was deep. We had to stay in the house for two days. If that happened now, I couldn't manage the special Book Fair at the library. So I hope it *clears off*."

At the dinner table the Jacksons are more cheerful than they were during breakfast. Each person *puts in* a few comments about happenings of the day. Jane has read in school about some people on a boat who *lived on* raw fish for several weeks. Mr. Jackson says that a boiler *blew up* in the factory where he works. He *leaves out* the fact that his own life was in danger.

Jim *keeps up* the conversation by *talking about* the locker room in school. "We can't *shut off* one of the showers," he says, "so it *keeps on* running. It makes the whole room very wet and steamy. You have to *dry off* if you just walk through there."

Everyone helps with the dinner dishes. Then Mr. Jackson *calls for* the weekly family business conference. They *talk about* clothing especially. "I've *worn out* a pair of jeans," Jane says.

"I'm *growing out of* all my shirts," Jim says.

"I'd like a new dress," Mrs. Jackson comments, "but maybe I can *let down* the hem in my blue one."

George Jackson sighs and says, "I hate to *part with* this old jacket, but the elbows are pretty worn."

After *talking* the matter *over*, the Jacksons decide which clothes they can buy now.

Edna makes some calls about the Book Fair and then *sews up* some rips in the twins' clothing. George *looks at* television. The twins study and then play table tennis. The telephone *takes up* another half hour of each twin's time.

When the nightly news ends, George *turns off* the television. He *gets up*, empties an ashtray, and says, "Well, folks, it's time to *turn in*."

# GLOSSARY

INFINITIVE	PAST TENSE	PAST PARTICIPLE	
<b>blow up</b> break apart suddenly and forcefully, explode, burst Another boiler has <i>blown up</i> . (Also S, cause to break apart suddenly: Soldiers <i>blew</i> the bridge <i>up</i> .)	<b>blew up</b>	<b>[have] blown up</b>	(I)
<b>call for</b> _____ request, ask for The president <i>called for</i> peace.	<b>called for</b>	<b>[have] called for</b>	(NS)
<b>clear off</b> become free of clouds (the sky) (often with <i>it</i> as the subject) (See also Chapter 3) It is <i>clearing off</i> rapidly.	<b>cleared off</b>	<b>[have] cleared off</b>	(I)
<b>cloud up</b> become cloudy (the sky) (often with <i>it</i> as the subject) It is <i>clouding up</i> and the wind is getting strong.	<b>clouded up</b>	<b>[have] clouded up</b>	(I)
<b>come back</b> return Fred <i>came back</i> because he had forgotten his coat.	<b>came back</b>	<b>[have] come back</b>	(I)
<b>come up</b> come near, approach, arrive (a storm) The snowstorm was <i>coming up</i> from the west.	<b>came up</b>	<b>[have] come up</b>	(I)
<b>cool off</b> become less warm, become cool The weather had started to <i>cool off</i> . (Also S, cause to become cool: The wind <i>cooled us off</i> .)	<b>cooled off</b>	<b>[have] cooled off</b>	(I)
<b>dry off</b> become less wet, become dry In the warm sun the wet grass <i>dried off</i> quickly. (Also S, cause (a thing or a person) to become dry: The sun <i>dried</i> the grass <i>off</i> .)	<b>dried off</b>	<b>[have] dried off</b>	(I)
<b>get up</b> (See Chapter 2)			
<b>grow out of</b> _____ become too big to wear (usually clothing or shoes) Small children <i>grow out of</i> their clothes very quickly.	<b>grew out of</b>	<b>[have] grown out of</b>	(NS)
<b>keep on</b> _____ (See Chapter 2)			
<b>keep . . . up . . .</b> continue (usually with a noun or a pronoun as object) George hoped to <i>keep up</i> his work for many more years.	<b>kept up</b>	<b>[have] kept up</b>	(S)
<b>leave . . . out . . .</b> omit, not include, not say or do George <i>left out</i> part of the story.	<b>left out</b>	<b>[have] left out</b>	(S)



INFINITIVE	PAST TENSE	PAST PARTICIPLE	
<b>let . . . down . . .</b> lower (a hem in a garment), make a garment longer by making the hem narrower Jane has not learned how to <i>let</i> a hem <i>down</i> .	<b>let down</b>	<b>[have] let down</b>	(S)
<b>live on _____</b> eat nothing except, exist with nothing but, subsist on The sick man <i>lived on</i> chicken soup for a week.	<b>lived on</b>	<b>[have] lived on</b>	(NS)
<b>look at _____</b> (See Chapter 2)			
<b>part with _____</b> give away or sell (something that one likes) The Jacksons liked their old car but had to <i>part with</i> it.	<b>parted with</b>	<b>[have] parted with</b>	(NS)
<b>put . . . in . . .</b> (See Chapter 1)			
<b>set in</b> begin, start, commence (often a normal kind of change, as in the weather) The rainy season was <i>setting in</i> .	<b>set in</b>	<b>[have] set in</b>	(I)
<b>sew . . . up . . .</b> repair rips or holes in clothing with thread (pronounced <i>sō</i> , <i>sōd</i> , <i>sōn</i> ) This hole is too large. I can't <i>sew</i> it <i>up</i> .	<b>sewed up</b>	<b>[have] sewn or sewed up</b>	(S)
<b>shut . . . off . . .</b> stop the water, gas, etc. (= <i>turn off</i> ) Please <i>shut off</i> the gas.	<b>shut off</b>	<b>[have] shut off</b>	(S)
<b>snow . . . in . . .</b> keep in by deep snow In Alaska some people are <i>snowed in</i> for weeks.	<b>snowed in</b>	<b>[have] snowed in</b>	(S)
<b>take . . . up . . .</b> use, occupy (time) The business meeting <i>took up</i> twenty minutes.	<b>took up</b>	<b>[have] taken up</b>	(S)
<b>talk about _____</b> consider, discuss, center a conversation or discussion on Some people <i>talk about</i> things, some <i>talk about</i> people, and the wisest <i>talk about</i> ideas.	<b>talked about</b>	<b>[have] talked about</b>	(NS)
<b>talk . . . over . . .</b> consider what to do about, make an analysis of, discuss seriously and in detail The Jacksons <i>talk over</i> important things together.	<b>talked over</b>	<b>[have] talked over</b>	(S)
<b>turn in</b> go to bed, retire for the night (informal) The Jacksons usually <i>turned in</i> after the news.	<b>turned in</b>	<b>[have] turned in</b>	(I)
<b>turn . . . off . . .</b> (See Chapter 2)			
<b>warm up</b> become warm The weather <i>warmed up</i> late in April. (Also S, cause to become warm: Edna <i>warmed</i> the soup <i>up</i> .)	<b>warmed up</b>	<b>[have] warmed up</b>	(I)

INFINITIVE

PAST TENSE

PAST PARTICIPLE

**wear . . . out . . .**

**wore out**

**[have] worn out**

(S)

make unusable by long wear or use, wear until ragged, wear or use as long as possible  
(usually clothing, shoes, machines, etc.)

These shoes are *worn out*. They have big holes in them.

(Also I, become unusable because of long wear or use: My coat *wore out*.

The tractor *wore out*.)

## EXERCISES

### 1. Reading

Read "The Jacksons Talk Things Over" several times. Then each student may perhaps read a paragraph aloud.

### 2. Substituting

In the following sentences synonyms have been used for the two-word verbs. What two-word verb can be used instead of the italicized part of each sentence? Note that most of these sentences require past tense verbs. Be ready to read your sentences aloud.

1. Jim and Jane *returned* from school. (come) \_\_\_\_\_  
\_\_\_\_\_
2. "It is *becoming cloudy* and *becoming cool*, Mom," Jim said. (cloud, cool) \_\_\_\_\_  
\_\_\_\_\_
3. "I think a storm is *beginning to appear*," Jim added. (come) \_\_\_\_\_  
\_\_\_\_\_
4. "I'd rather have it *become warmer*," Edna said. (warm) \_\_\_\_\_  
\_\_\_\_\_
5. "I hate to see winter *begin*," Edna remarked. (set) \_\_\_\_\_  
\_\_\_\_\_
6. "I hope that a storm doesn't *cause us to be kept in by snow*," Edna added. (snow) \_\_\_\_\_  
\_\_\_\_\_
7. Edna hoped that it would *become free of clouds*. (clear) \_\_\_\_\_  
\_\_\_\_\_
8. Each person *made* some comments on events of the day. (put) \_\_\_\_\_  
\_\_\_\_\_
9. Jane told of some people who *existed with nothing but* raw fish for several weeks. (live) \_\_\_\_\_  
\_\_\_\_\_
10. George said that a boiler *broke apart suddenly and forcefully*. (blow) \_\_\_\_\_  
\_\_\_\_\_
11. He *omitted* the fact that his own life had been in danger. (leave) \_\_\_\_\_  
\_\_\_\_\_
12. Jim *continued* the conversation. (keep) \_\_\_\_\_  
\_\_\_\_\_

13. He *discussed* incidents in the locker room. (talk) \_\_\_\_\_  
\_\_\_\_\_

### 3. Substituting

Continue as in Exercise 2.

1. Jim said that students could not *stop the water* in one of the showers. (shut) \_\_\_\_\_  
\_\_\_\_\_

2. "You have to *make yourself dry* after you just walk through there," he said. (dry) \_\_\_\_\_  
\_\_\_\_\_

3. Mr. Jackson *requested* the weekly family meeting. (call) \_\_\_\_\_  
\_\_\_\_\_

4. This time the family *discussed* clothing especially. (talk) \_\_\_\_\_  
\_\_\_\_\_

5. Jane said, "I have *worn until they are unusable* one pair of jeans." (wear) \_\_\_\_\_  
\_\_\_\_\_

6. "I have *grown too big to wear* my shirts," Jim said. (grow) \_\_\_\_\_  
\_\_\_\_\_

7. Edna said, "Maybe I can *make* my blue dress *longer by making* the hem *narrower*." (let) (End your sentence with *in my blue dress*.) \_\_\_\_\_  
\_\_\_\_\_

8. George hated to *keep no longer* his old jacket. (part) \_\_\_\_\_  
\_\_\_\_\_

9. After *considering what to do about* the matter, the Jacksons decided which new clothing they could buy. (talk) \_\_\_\_\_  
\_\_\_\_\_

10. Edna *repaired* some rips. (sew) \_\_\_\_\_  
\_\_\_\_\_

11. The telephone *occupied* a half hour of Jim's time. (take) \_\_\_\_\_  
\_\_\_\_\_

12. "Well, folks," Mr. Jackson said, "we should *go to bed* now." (turn) \_\_\_\_\_  
\_\_\_\_\_

### THE "-ING" FORM

Two- and three-word verbs, like other verbs, have forms ending in *-ing*. Examples:

It's *clouding up*.

It is *cooling off*.

A storm was *coming up*.

Jim kept up the conversation by *talking about* events at school.

Jim said, "I am *growing out of* all my clothes."

After *talking* the matter *over*, the Jacksons made a decision.

#### 4. Using the "-ing" Form

Finish each of the following sentences by using the *-ing* form of the verb in parentheses.

- (come back) Jane and Jim were \_\_\_\_\_ from school.
- (warm up) The weather was not \_\_\_\_\_.
- (set in) Winter was \_\_\_\_\_.
- (live on) The shipwrecked people were \_\_\_\_\_ raw fish.
- (keep up) Jim is \_\_\_\_\_ the conversation \_\_\_\_\_.
- (talk about) The members of the family are \_\_\_\_\_ ways to save money on their clothing.
- (sew up) Edna was \_\_\_\_\_ some rips in the twins' clothing.
- (look at) George was \_\_\_\_\_ television.
- (turn off) Now George is \_\_\_\_\_ the television.
- (turn in) The family will soon be \_\_\_\_\_.

#### 5. Using Past Participles

Each of the following sentences needs the past participle of the verb shown in parentheses. If you have forgotten the correct form, look again at the chapter's glossary.

EXAMPLE: (blow up) The gasoline tank has blown up.

- (blow up) Two other tanks have \_\_\_\_\_ this year.
- (come back) The twins have not yet \_\_\_\_\_.
- (come up) Another storm had \_\_\_\_\_ two days before.
- (dry off) Now the grass has \_\_\_\_\_.
- (grow out of) Jim has \_\_\_\_\_ his shoes again.
- (leave out) George has \_\_\_\_\_ some important information.
- (let down) Edna has \_\_\_\_\_ several hems already.
- (put in) Jane has \_\_\_\_\_ several helpful suggestions.
- (set in) Winter has \_\_\_\_\_ earlier than usual this year.
- (shut off) The students have not \_\_\_\_\_ the water \_\_\_\_\_.
- (take up) The discussions had \_\_\_\_\_ about an hour.
- (wear out) George had \_\_\_\_\_ his favorite jacket.

13. (live on) Many people have \_\_\_\_\_ rice or beans for a long time.  
 14. (cloud up) The sky has \_\_\_\_\_ again.

### 6. Trying Variations

Read each of the following sentences. Then think of another word (or group of words) that could also be used in each blank. Use your imagination if necessary.

EXAMPLE: (The boiler, The tank, The furnace)  
 may blow up.

- (We, \_\_\_\_\_, \_\_\_\_\_) came back early.
- (The sidewalk, \_\_\_\_\_, \_\_\_\_\_) soon dried off.
- (The birds, \_\_\_\_\_, \_\_\_\_\_) kept on coming.
- The baby has grown out of its (shoes, \_\_\_\_\_, \_\_\_\_\_).
- Storm clouds (are, \_\_\_\_\_, \_\_\_\_\_) coming up.
- (I would not like to, \_\_\_\_\_) live on only one kind of food.
- People are often sad when they must part with (an old dog, \_\_\_\_\_, \_\_\_\_\_).
- I enjoy talking about (the next hundred years, \_\_\_\_\_, \_\_\_\_\_).
- (This suit, \_\_\_\_\_, \_\_\_\_\_) has worn out.
- (The discussion, \_\_\_\_\_, \_\_\_\_\_) took up too much time.

### 7. Making Up Original Sentences

Say some things about the weather using these verbs:

cloud up	come up	cool off
set in	snow ... in ...	warm up

---

---

---

---

---

---

---

---

Say some things about talking, using these verbs:

call for _____	keep on _____	leave ... out ...
put ... in ...	talk about _____	talk ... over ...

---

---

---

---



# 5. Personal Relationships (I)

---

## Getting Along Together

Helen and Maria shared an apartment near State University. Their friends, Tom and Pedro, *showed up* there two or three times each week. All four of them *got along* very well.

One evening Tom and Pedro wanted to *come over*. Pedro asked on the telephone, "May we *drop in* for a few minutes?"

When they arrived, Tom knocked on the door. "*Come in*," said Helen.

A little later, Pedro said, "I wanted to tell you that I *bumped into* Don Powell today."

"Oh," Maria said. "Did you *find out* whether he and Susan Peterson *made up*?"

"Yes. You remember that she *walked out on* him. She couldn't *put up with* his bad temper. But now they have *made up* and are good friends again. They and a couple named Bill and Wanda may *team up* in operating a little ice cream shop."

"I *ran across* Susan yesterday," Maria said. "She told me that she would *look in on* us soon."

"Oh, did you *run into her*, too?" Tom asked. "I saw her last week. She has a part-time job in a store downtown. She was *waiting on* some other customers." He grinned teasingly at Helen. "She's very bright. I think I'll *ask her out* sometime."

"We could all *take her out*," Helen said. "She works too hard. She's easy to *warm up to*, as she's very sweet and never tries to *show off*. We should *take her away* from her job and her books for a few hours. I hope that she and Don will both *stop by*."

"You have good ideas, Helen," said Tom. "Maybe the four of us and Don and Susan and their new friends can *get together* soon for a party or a picnic. Should we *wait for* them to call, or shall we *bring up* the idea ourselves?"

"Let's call them. Shall I *call up* Susan right now?" Maria asked. "If they are too busy, she can simply *turn us down*, or maybe we'll need to *put off* the get-together for a while."



## GLOSSARY

INFINITIVE	PAST TENSE	PAST PARTICIPLE	
<b>ask . . . out . . .</b> invite (usually a person of the opposite sex) to go with one (usually to a dinner, dance, party, movie, etc.) <i>Lee asked Betty out.</i> They went to dinner and a movie.	<b>asked out</b>	<b>[have] asked out</b>	(S)
<b>bring . . . up . . .</b> propose, suggest Who <i>brought up</i> such a topic to discuss?	<b>brought up</b>	<b>[have] brought out</b>	(S)
<b>bump into</b> _____ meet by chance (similar to but less formal than <i>run into</i> and <i>run across</i> ) Where did Pedro <i>bump into</i> Don Powell?	<b>bumped into</b>	<b>[have] bumped into</b>	(NS)
<b>call . . . up . . .</b> (See Chapter 3)			
<b>come in</b> enter The boys <i>came in</i> as soon as Helen opened the door.	<b>came in</b>	<b>[have] come in</b>	(I)
<b>come over</b> come, come to one's home (or office, etc.) Why don't you and Pedro <i>come over</i> ?	<b>came over</b>	<b>[have] come over</b>	(I)
<b>drop in</b> come to visit briefly (often without first calling or writing) (= <i>stop by, look in on</i> ) Who <i>dropped in</i> at the girls' apartment?	<b>dropped in</b>	<b>[have] dropped in</b>	(I)
<b>find . . . out . . .</b> (See Chapter 1)			
<b>get along</b> live as friends, be friendly with one another, agree in many opinions and attitudes (See also Chapter 1) Some married couples <i>get along</i> better than others.	<b>got along</b>	<b>[have] got or gotten along</b>	(I)
<b>get together</b> come together as a pair or as a group, meet (usually informally) Did the eight students ever <i>get together</i> ?	<b>got together</b>	<b>[have] got or gotten together</b>	(I)
<b>look in on</b> _____ come to see, come to visit briefly (= <i>drop in, stop by</i> ) "Let's <i>look in on</i> Maria and Helen this evening," Tom suggested.	<b>looked in on</b>	<b>[have] looked in on</b>	(NS)
<b>make up</b> become friends again, end a quarrel (for <i>make . . . up . . .</i> see Chapter 1) Have Don and Susan <i>made up</i> since their argument?	<b>made up</b>	<b>[have] made up</b>	(I)
<b>put . . . off . . .</b> (See Chapter 1)			
<b>put up with</b> _____ accept (a situation that one does not like), tolerate, bear patiently Some students have to <i>put up with</i> roommates that they do not like.	<b>put up with</b>	<b>[have] put up with</b>	(NS)

INFINITIVE	PAST TENSE	PAST PARTICIPLE	
<b>run across</b> _____ happen to find or meet (= <i>run into, bump into</i> ) Where did Tom <i>run across</i> Susan?	<b>ran across</b>	[have] <b>run across</b>	(NS)
<b>run into</b> _____ happen to find or meet (similar to <i>run across</i> ) Who else <i>ran into</i> Susan?	<b>ran into</b>	[have] <b>run into</b>	(NS)
<b>show off</b> display boastfully (one's good qualities, appearance, ability, etc.), make a show of Do you like people who <i>show off</i> ?	<b>showed off</b>	[have] <b>shown or showed off</b>	(I)
<b>show up</b> come, appear, arrive (often when not expected) Has Bill <i>shown up</i> yet?	<b>showed up</b>	[have] <b>shown or showed up</b>	(I)
<b>stop by</b> come to visit briefly (often without first calling or writing) (= <i>drop in, look in on</i> ) Will Andy and Pedro <i>stop by</i> again today?	<b>stopped by</b>	[have] <b>stopped by</b>	(I)
<b>take . . . away . . .</b> steal, deprive (someone) of (something), remove Sally is afraid that Roy may <i>take away</i> a book she needs.	<b>took away</b>	[have] <b>taken away</b>	(S)
<b>take . . . out . . .</b> take (often someone of the opposite sex) to a meal or other social occasion Did Jack ever <i>take</i> Susan <i>out</i> ?	<b>took out</b>	[have] <b>taken out</b>	(S)
<b>team up</b> work together (often followed by <i>with</i> ) Have Tom and Sam ever <i>teamed up</i> against other tennis players? Yes, Tom often <i>teams up</i> with Sam.	<b>teamed up</b>	[have] <b>teamed up</b>	(I)
<b>turn . . . down . . .</b> refuse, decline, not accept (an invitation) Will Susan and Don <i>turn</i> the invitation <i>down</i> ?	<b>turned down</b>	[have] <b>turned down</b>	(S)
<b>wait for</b> _____ stay until (someone) comes, await or expect (someone or something) Fred <i>waited for</i> Rachel to open the door.	<b>waited for</b>	[have] <b>waited for</b>	(NS)
<b>wait on</b> _____ serve, try to fill the needs of (a customer) (Also: <i>wait upon</i> _____) People who <i>wait on</i> others should be pleasant.	<b>waited on</b>	[have] <b>waited on</b>	(NS)
<b>walk out on</b> _____ go away from, desert, leave, part company with (informal) Did Don <i>walk out on</i> Susan?	<b>walked out on</b>	[have] <b>walked out on</b>	(NS)
<b>warm up to</b> _____ become friendly toward, have good feelings about (informal) Did Helen <i>warm up to</i> Susan?	<b>warmed up to</b>	[have] <b>warmed up to</b>	(NS)

## EXERCISES

### 1. Reading

Read "Getting Along Together" several times. Be ready to read any part of it aloud.

### 2. Answering Questions

Answer each question by completing each response. Use the same verb that is used in the question, but change its form if necessary. (One student may read the question, another the answer.)

1. Who *showed up* at Helen and Maria's apartment? Tom and Pedro \_\_\_\_\_.
2. Do Tom, Pedro, Helen, and Maria *get along* well? Yes, they \_\_\_\_\_ very well.
3. Did Tom and Pedro *come over* to the girls' apartment? Yes, they \_\_\_\_\_ one evening last week.
4. Did Pedro ask whether they might *drop in*? Yes. He said, "May we \_\_\_\_\_ for a few minutes?"
5. Whom had Pedro *bumped into*? He had \_\_\_\_\_ Don Powell.
6. Did Don and Susan *make up* after their quarrel? Yes, they \_\_\_\_\_.
7. Had Susan *walked out on* Don? Yes, she had \_\_\_\_\_ him.
8. Would Susan *put up with* Don's bad temper? No, she would not \_\_\_\_\_ it.
9. With whom did Susan and Don *team up* in business? They \_\_\_\_\_ with Bill and Wanda.
10. Who *ran across* Susan yesterday? It was Maria who \_\_\_\_\_ Susan.
11. Did Susan say that she would *look in on* Helen and Maria? Yes, she promised to \_\_\_\_\_ them.
12. Who else had *run into* Susan? Tom had \_\_\_\_\_ her last week.

### 3. Answering Questions

Continue as in Exercise 2.

1. Did Susan *wait on* Tom when he was in the store? No, she was \_\_\_\_\_ other customers.
2. Did Tom say that he might *ask Susan out*? Yes, he told his friends that he might \_\_\_\_\_ her \_\_\_\_\_.
3. Did Helen also want to *take Susan out*? She thought that all four of them should \_\_\_\_\_ her \_\_\_\_\_.
4. Isn't it easy to *warm up to* Susan? Helen said that it is easy to \_\_\_\_\_ her.
5. Who did Helen hope would *stop by*? She hoped that Susan and Don would \_\_\_\_\_.

6. Who might *get together* for a picnic or a party? Tom thought that the eight young people might \_\_\_\_\_ .
7. Did Tom want to *wait for* Susan to call? He asked whether they should \_\_\_\_\_ her and Don to call.
8. Did Tom always expect others to *bring up* suggestions for parties? No, he sometimes \_\_\_\_\_ them \_\_\_\_\_ himself.
9. Did Maria *call up* Susan? She probably \_\_\_\_\_ her \_\_\_\_\_ .
10. Did Susan *turn* the invitation *down*? We do not know whether or not she \_\_\_\_\_ it \_\_\_\_\_ .
11. Did the students *put off* the party or picnic? Maybe they did \_\_\_\_\_ it \_\_\_\_\_ .

### QUESTIONS WITH TWO-WORD VERBS

Questions with two-word verbs are like other questions in English.

*Yes-no* questions can be answered by *yes* or *no*. They usually start with forms of *be*, *have*, *do*, *may*, *can*, *shall*, *will*, or *must*.

- |                                       |                   |
|---------------------------------------|-------------------|
| Are you <i>waiting for</i> someone?   | (Yes, I am.)      |
| Did Tom <i>ask</i> Susan <i>out</i> ? | (No, he didn't.)  |
| Have Don and Susan <i>made up</i> ?   | (Yes, they have.) |

*Wh-* questions usually ask for information about who(m), what, when, where, why, or how.

- |   |   |
|---|---|
| Who <i>ran across</i> Susan?                  | (Maria did.)  |
| Whom* did Tom <i>run across</i> ?             | (He <i>ran across</i> Susan.)                       |
| What wouldn't Susan <i>put up with</i> ?      | (She wouldn't <i>put up with</i> Don's bad temper.) |
| When are Tom and Pedro <i>coming over</i> ?   | (They are <i>coming over</i> this evening.)         |
| Where will Tom and Pedro <i>show up</i> next? | (I don't know.)                                     |
| Why should Maria <i>call up</i> Susan?        | (She wants to plan a party.)                        |
| How do the four students <i>get along</i> ?   | (Very well.)  |
| What question has Tom <i>brought up</i> ?     | (He wonders whether or not there can be a party.)   |

\*Informal English uses *who* in sentences like this.

**Verb Forms Generally Used After Helping Verbs in Questions**

After these helping verbs:

be (am, is, are, was, were, been)

do (does, did) }  
 may (might) }  
 can (could) }  
 shall (should) }  
 will (would) }  
 must }

have (has, had)

Generally use this form:

-ING

Are they *getting* along well?

Is Dave *showing* off?

Why was Dave *showing* off?

SIMPLE FORM

Did Pedro *run* into Don?

May Tom and Pedro *drop* in?

When will the eight students *get* together?

Who could *turn* down that invitation?

PAST PARTICIPLE

Has Pedro *found* out anything new?

Have Pedro and Tom *shown* up yet?

Why has Tom *come* over?

**4. Asking "Yes-No" Questions**

Change each of these statements into a *yes-no* question. The first word of the question is given. Use the correct form of the italicized verb. In writing, put a question mark at the end of each sentence.

EXAMPLE: Helen is *waiting* for someone. Is Helen *waiting* for someone?

1. Tom and Pedro are *coming over*. Are \_\_\_\_\_

2. Susan and Don *made up*. Did \_\_\_\_\_

3. Susan and Don have *made up*. Have \_\_\_\_\_

4. Tom *ran into* Susan. Did \_\_\_\_\_

5. Susan never tries to *show off*. Is \_\_\_\_\_

6. We should *wait for* our friends to come. Should \_\_\_\_\_

7. We can *get together* for a picnic. Can
8. Maria *calls* Susan *up*. Does
9. The friends have *put off* the party. Have
10. Susan and Don *turned us down*. Did
11. Nations, like people, can *make up* when they disagree. Can
12. National leaders should *bring up* new ideas for a peaceful world. Should
13. Nations can *get along* together. Can
14. Nations should *team up* to fight hunger and disease. Should
15. All of us must *put up with* the "strange" customs and beliefs of other countries. Must

### 5. Asking "Wh-" Questions

Change each of these statements into a *wh-* question. The first word or words are given. Use the italicized verb in your question.

EXAMPLE: Thursday evening Susan *looked in on* Helen and Maria.

When did *Susan look in on Helen and Maria?*

1. Tom and Pedro *showed up* at Helen and Maria's apartment last night. When
2. They *show up* there two or three times each week. How often
3. Tom *ran into* Susan in a store downtown. Where
4. Tom *ran into* Susan. Who
5. Tom *ran into* Susan in a store. Whom did

- 6. Susan was *waiting on* other customers. Whom was Susan  
\_\_\_\_\_
- 7. The eight students *got together* for a picnic on Saturday. When did  
\_\_\_\_\_
- 8. Susan and Don are *coming over* tonight. When  
\_\_\_\_\_
- 9. Don may *put off* the party. Who  
\_\_\_\_\_
- 10. Don may *put off* the party. What  
\_\_\_\_\_
- 11. Susan and Don *stopped by* yesterday. When did  
\_\_\_\_\_
- 12. Bill and Wanda also *dropped in*. Who else  
\_\_\_\_\_
- 13. They *stopped by* to talk about the picnic. Why did  
\_\_\_\_\_
- 14. Helen and Tom *get along* well. How do  
\_\_\_\_\_
- 15. Helen and Tom *get along* well because they like each other. Why do  
\_\_\_\_\_

**6. Making Up Original Sentences**

Turn back to this chapter's glossary. Choose at least ten of the verbs and make an original sentence with each. Your sentences should be about yourself or someone you know. Then change each sentence into a question.

EXAMPLE: My best friend *came over* last night.  
Who *came over* last night?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



## 6. Personal Relationships (II)

---

### An Old Man Looks Back On His Life

Mr. Jackson's father had just *passed away*. He had died of cancer. George had *sat up with* him during the last night at the hospital. Both men knew that the end was *drawing near*, but the older man *kept on* talking cheerfully.

"I am not unhappy," he told his son. "Sometimes life has been difficult, but I usually *faced up to* its problems. When I was a student, I *tried out for* the football team and didn't *meet with* success. I *dropped out of* high school for a year after that. I *fell in with* some young men who were robbing people on the streets. We didn't use real guns. We *held people up* with wooden guns that looked real.

"The police arrested five of us and made us *line up* at the station. They *called in* people who had been robbed and asked them to *pick out* the robber. The boy who had done most of the robbing was not there. He had *gotten away*.

"One of the people *picked out* another boy and me, but of course we didn't *let on* that we were guilty. I promised myself that if I *got out of* trouble, I'd *go back* to school and never steal again. I've never *gone back on* that promise.

"I *met with* a lawyer several times, and at the trial the judge *let me off* with a warning. Back in school I worked hard and graduated, and then I *looked for* a job. A couple of years later I met your mother and we really *fell for* each other. I was ready to *settle down*, and we got married.

"Your mother always *stood by* me, even when times were hard and food was scarce. When I needed help, she always gave it to me. She never *hung back*. She was a wonderful woman, George. I *look back on* our years of marriage with no regrets. Sara and I always *pulled together* like a team of—a team of—a team of good horses."

He was getting tired and was beginning to *drift off*, but he tried to keep talking. His son could hardly *hold back* the tears.

"She was a—was a wonderful—wonderful . . . ." The old man's voice faded, and his breathing suddenly stopped. George *rang for* the nurse.

# GLOSSARY

INFINITIVE	PAST TENSE	PAST PARTICIPLE	
<b>call . . . in . . .</b> ask (someone) to come to a place The police <i>called in</i> the people who had been robbed.	<b>called in</b>	<b>[have] called in</b>	(S)
<b>draw near</b> come close, approach The time <i>drew near</i> for the doctor to come in.	<b>drew near</b>	<b>[have] drawn near</b>	(I)
<b>drift off</b> become unconscious, go to sleep; (of the voice) become indistinct His voice <i>drifted off</i> as weariness overcame him.	<b>drifted off</b>	<b>[have] drifted off</b>	(I)
<b>drop out of _____</b> stop going to or participating in (often a school or a contest) <i>Dropping out of</i> school is usually not wise.	<b>dropped out of</b>	<b>[have] dropped out of</b>	(NS)
<b>face up to _____</b> meet boldly, oppose strongly, admit the difficulty or danger of George's father <i>faced up to</i> many problems.	<b>faced up to</b>	<b>[have] faced up to</b>	(NS)
<b>fall for _____</b> become very fond of, begin to love, fall in love with (informal) He <i>fell for</i> a girl in his class at school.	<b>fell for</b>	<b>[have] fallen for</b>	(NS)
<b>fall in with _____</b> join, happen to meet or associate with (bad companions) The boy <i>fell in with</i> some young robbers.	<b>fell in with</b>	<b>[have] fallen in with</b>	(NS)
<b>get away</b> escape, become free of whatever is holding one One robber <i>got away</i> by swimming across the river.	<b>got away</b>	<b>[have] got or gotten away</b>	(I)
<b>get out of _____</b> become free of, go out from, escape from, leave The boy hoped that he could <i>get out of</i> trouble.	<b>got out of</b>	<b>[have] got or gotten out of</b>	(NS)
<b>go back</b> return (Many other two-word verbs may mean "return": <i>come back, drive back, hurry back</i> , etc.) Later he was glad that he had <i>gone back</i> to school.	<b>went back</b>	<b>[have] gone back</b>	(I)
<b>go back on _____</b> fail to keep (a promise), not do what one has agreed to do "Always do what you promise," he once told George. "Never <i>go back on</i> your word."	<b>went back on</b>	<b>[have] gone back on</b>	(NS)
<b>hang back</b> be unwilling to go forward People who are afraid often <i>hang back</i> .	<b>hung back</b>	<b>[have] hung back</b>	(I)

INFINITIVE	PAST TENSE	PAST PARTICIPLE	
<b>hold . . . back . . .</b> keep back, keep (someone or something) from moving, prevent (someone from doing something) The police could hardly <i>hold back</i> the crowd.	<b>held back</b>	<b>[have] held back</b>	(S)
<b>hold . . . up . . .</b> rob (often with a gun or other weapon), stop by force and rob Two robbers <i>held up</i> a small store on the north side of town.	<b>held up</b>	<b>[have] held up</b>	(S)
<b>keep . . . on . . .</b> (See Chapter 2)			
<b>let . . . off . . .</b> allow to go free or unpunished Some judges will not <i>let off</i> young criminals; they make them go to prison.	<b>let off</b>	<b>[have] let off</b>	(S)
<b>let on _____</b> allow it to be known, admit (usually followed by a clause starting with <i>that</i> ) (informal) Billy didn't <i>let on</i> that he was hurt.	<b>let on</b>	<b>[have] let on</b>	(NS)
<b>line up</b> form a line, stand in line, get into a line (= British <i>queue up</i> ) About a hundred people <i>lined up</i> in front of the theater.	<b>lined up</b>	<b>[have] lined up</b>	(I)
<b>look back on _____</b> remember, recall, think about (past events) Mr. Jackson <i>looked happily back on</i> his life.	<b>looked back on</b>	<b>[have] looked back on</b>	(NS)
<b>look for _____</b> (See Chapter 1)			
<b>meet with _____</b> come together with (usually to discuss a serious matter); encounter (often followed by <i>success</i> or <i>failure</i> ) The boy <i>met with</i> his lawyer several times. They <i>met with</i> success.	<b>met with</b>	<b>[have] met with</b>	(NS)
<b>pass away</b> die (generally used only to refer to a friend or a relative) George's mother had <i>passed away</i> three years earlier.	<b>passed away</b>	<b>[have] passed away</b>	(I)
<b>pick . . . out . . .</b> identify from a group (See also Chapter 3) Try to <i>pick out</i> the two oldest people in this picture.	<b>picked out</b>	<b>[have] picked out</b>	(S)
<b>pull together</b> work together, cooperate In a good marriage the husband and wife <i>pull together</i> .	<b>pulled together</b>	<b>[have] pulled together</b>	(I)
<b>ring for _____</b> call by using a bell or buzzer If a person in a hospital is in unusual pain, he or she may <i>ring for</i> a nurse.	<b>rang for</b>	<b>[have] rung for</b>	(NS)
<b>settle down</b> begin to lead a regular life, start a home or family Most young people <i>settle down</i> in their twenties.	<b>settled down</b>	<b>[have] settled down</b>	(I)

INFINITIVE	PAST TENSE	PAST PARTICIPLE	
<b>sit up with</b> _____	<b>sat up with</b>	<b>[have] sat up with</b>	(NS)
stay with (especially at night and with a person who is ill)			
In many countries friends or relatives <i>sit up with</i> sick people.			
<b>stand by</b> _____	<b>stood by</b>	<b>[have] stood by</b>	(NS)
remain loyal to, work with, help even when someone is in trouble			
Good friends will always <i>stand by</i> you.			
<b>try out for</b> _____	<b>tried out for</b>	<b>[have] tried out for</b>	(NS)
attempt to become part of (a team or any activity in which certain skills are needed)			
In schools many students <i>try out for</i> an athletic team or a musical group.			

## EXERCISES

### 1. Reading

Read "An Old Man Looks Back On His Life" several times. Be ready to read any part of it aloud.

### 2. Substituting

In the following sentences synonyms have been used for the two-word and three-word verbs. What two- or three-word verb could be used instead of the italicized part of each sentence? Use the correct form. Read the new sentences aloud.

1. Mr. Jackson's father had just *died*. (pass) \_\_\_\_\_  
\_\_\_\_\_
2. His voice *became indistinct* as he was losing consciousness. (drift) \_\_\_\_\_  
\_\_\_\_\_
3. George had *stayed with* him during the past night. (sit) \_\_\_\_\_  
\_\_\_\_\_
4. Both men had known that the end was *approaching*. (draw) \_\_\_\_\_  
\_\_\_\_\_
5. "I always *met boldly* all of life's problems," the old man said. (face) \_\_\_\_\_  
\_\_\_\_\_
6. When I was a student, I *attempted to become a member of* the football team. (try) \_\_\_\_\_  
\_\_\_\_\_
7. I *stopped attending* school for a year. (drop) \_\_\_\_\_  
\_\_\_\_\_
8. I *happened to associate with* some young criminals. (fall) \_\_\_\_\_  
\_\_\_\_\_
9. We *stopped people by force and robbed* them. (hold) (Delete them.) \_\_\_\_\_  
\_\_\_\_\_
10. The police arrested five of us and made us *form a line* at the police station. (line) \_\_\_\_\_  
\_\_\_\_\_
11. They *asked* people who had been robbed *to come* to the station. (call) \_\_\_\_\_  
\_\_\_\_\_
12. They wanted them to *identify* the robber. (pick) \_\_\_\_\_  
\_\_\_\_\_

13. The boy who had done most of the robbing *escaped*. (get) \_\_\_\_\_  
\_\_\_\_\_
14. Another boy and I didn't *allow it to be known* that we were guilty. (let) \_\_\_\_\_  
\_\_\_\_\_
15. I promised myself that if I *became free of* this trouble, I would never rob anyone else. (get)  
\_\_\_\_\_

### 3. Substituting

Continue as in Exercise 2.

1. The old man began speaking again. "I said that I would *return* to school." (go) \_\_\_\_\_  
\_\_\_\_\_
2. I did not *fail to keep* that promise. (go) \_\_\_\_\_  
\_\_\_\_\_
3. I *came together with* a lawyer several times. (meet) \_\_\_\_\_  
\_\_\_\_\_
4. At the trial the judge *allowed me to go free* with a warning. (let) \_\_\_\_\_  
\_\_\_\_\_
5. After I graduated, I *tried to find* a job. (look) \_\_\_\_\_  
\_\_\_\_\_
6. A girl and I *became very fond of* each other a couple of years later. So we got married. (fall)  
\_\_\_\_\_
7. I was ready to *lead a regular life*. (settle) \_\_\_\_\_  
\_\_\_\_\_
8. Your mother always *was loyal to* me, even in trouble. (stand) \_\_\_\_\_  
\_\_\_\_\_
9. She never *was unwilling to go forward*. (hang) \_\_\_\_\_  
\_\_\_\_\_
10. I *remember* our years of marriage with no regrets. (look) \_\_\_\_\_  
\_\_\_\_\_
11. Sara and I always *cooperated* like a team of good horses. (pull) \_\_\_\_\_  
\_\_\_\_\_
12. The old man could hardly talk any more, and George could hardly *prevent* the tears. (hold)  
\_\_\_\_\_
13. He *called* the nurse *by using a bell*. (ring) \_\_\_\_\_  
\_\_\_\_\_



### THREE-WORD VERBS

The three-word verbs in this chapter are:

drop out of _____	get out of _____	sit up with _____
face up to _____	go back on _____	try out for _____
fall in with _____	look back on _____	

In Chapters 1–5 you have already studied these three-word verbs:

brush up on _____ (Chapter 1)	let _____ in on _____ (Chapter 2)	stock up on _____ (Chapter 3)
catch up with _____ (Chapter 1)	look in on _____ (Chapter 5)	try . . . out . . . on _____ (Chapter 1)
grow out of _____ (Chapter 4)	put up with _____ (Chapter 5)	walk out on _____ (Chapter 5)
keep up with _____ (Chapter 1)	run out of _____ (Chapter 2)	warm up to _____ (Chapter 5)

Answer these questions:

- In saying three-word verbs aloud, which word is always pronounced a little more strongly than the other two? \_\_\_\_\_  
\_\_\_\_\_
- With two exceptions, where should the object of each of these three-word verbs be placed? \_\_\_\_\_  
\_\_\_\_\_
- One exception is *let \_\_\_\_\_ in on \_\_\_\_\_*, as in this sentence: *Jane let Jim in on a secret.* Notice that there are two objects in that sentence. What are those objects? \_\_\_\_\_  
\_\_\_\_\_
- The other exception is *try . . . out . . . on \_\_\_\_\_*, as in these sentences: (a) *Jane tried out an idea on Jim.* (b) *Jane tried it out on Jim.* In (a) the objects follow which two parts of the verb? In (b) they follow which two parts? So, in this unusual three-word verb, there are two objects, and the first of them may be before or after *out*. \_\_\_\_\_  
\_\_\_\_\_

#### 4. Pronouncing Three-Word Verbs

One student may read each sentence aloud, including the expression printed inside the parentheses. Then one or more students may think of other expressions that will fit there and read the sentence with them. (This can be a written exercise if the teacher prefers.)

EXAMPLE: Is it wise to *drop out of* (a class, school, the band)?

- Everyone must *face up to* (problems, \_\_\_\_\_).
- Some good young people *fall in with* (bad ones, \_\_\_\_\_).
- The girl wanted to *get out of* (the class, \_\_\_\_\_).
- A man should not *go back on* (what he believes, \_\_\_\_\_).
- Almost everyone has (some happy days, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_) to *look back on*.
- In the past, (relatives, \_\_\_\_\_) usually *sat up with* anyone who was seriously ill.

7. Students may *try out for* (a musical group, \_\_\_\_\_).
8. In reviewing algebra, Tom *brushed up on* (the first four chapters, \_\_\_\_\_).
9. Brendan *caught up with* (Helen, \_\_\_\_\_, \_\_\_\_\_).
10. Pedro walked so fast that (the girls, \_\_\_\_\_, \_\_\_\_\_) could hardly *keep up with* him.
11. The teacher *tried out* a new kind of lesson *on* (two students, \_\_\_\_\_).
12. The teacher *tried it out on* (only one class, \_\_\_\_\_).
13. Please *let* (me, \_\_\_\_\_, \_\_\_\_\_) *in on* the secret.
14. We *ran out of* (gasoline, \_\_\_\_\_, \_\_\_\_\_).
15. Edna Jackson *stocked up on* (potatoes, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_).
16. Small children quickly *grow out of* (their shoes, \_\_\_\_\_, \_\_\_\_\_).
17. Let's *look in on* (our friends, \_\_\_\_\_, \_\_\_\_\_).
18. It's hard to *put up with* (cold weather, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_).
19. Sometimes a married man *walks out on* (his family, \_\_\_\_\_).
20. Most persons cannot easily *warm up to* (people who are not pleasant, \_\_\_\_\_).

## 5. Using Three-Word Verbs

Complete each sentence by choosing the most suitable three-word verb from this list:

catch up with _____	get out of _____	run out of _____
drop out of _____	go back on _____	sit up with _____
face up to _____	look back on _____	stock up on _____
fall in with _____	put up with _____	try out for _____

1. Have you enough bread and milk, Mrs. Smith?  
There's enough bread, Maria, but I have \_\_\_\_\_ milk.
2. Should I bring you some rice from the store?  
Yes, I would like to \_\_\_\_\_ rice.
3. May I bring you some vegetables, too?  
Yes, please. I would like to have food here when Jack \_\_\_\_\_ jail.
4. Why does Jack have so much trouble?  
He often \_\_\_\_\_ friends who are criminals.
5. Did he stay in school?  
No, he \_\_\_\_\_ school last year.
6. Did he play basketball in school?  
He \_\_\_\_\_ the basketball team.
7. Did the coach like the way Jack played?  
Yes, but he would not \_\_\_\_\_ Jack's bad temper.



8. When Jack is a little older, maybe he will be better.  
I hope so. He must learn to \_\_\_\_\_ responsibilities.
9. I believe that Jack is really an honest boy.  
Yes. He never \_\_\_\_\_ a promise.
10. Perhaps some day he will settle down.  
I believe that he will. Then I can \_\_\_\_\_ this year and think that it was only a bad dream.
11. Mrs. Smith, I see my husband starting out for work. If I hurry, I can \_\_\_\_\_ him.
12. Thanks for \_\_\_\_\_ me last night when I was sick, Maria. You are a good friend.

### 6. Completing Sentences

Finish each sentence by adding the missing word. If possible, do so without looking again at the glossary.

1. His last hours were quiet, and he passed \_\_\_\_\_ without pain.
2. One young robber was not caught. He got \_\_\_\_\_.
3. Many college students go \_\_\_\_\_ to their home towns after they graduate.
4. The teacher told the children to line \_\_\_\_\_ in a straight row.
5. Ella lost her ring. She looked \_\_\_\_\_ it in every room.
6. It is natural for a young man and a young woman to fall \_\_\_\_\_ each other.
7. If you need help, just ring \_\_\_\_\_ it.
8. A good friend will stand \_\_\_\_\_ you when you are in trouble.
9. A man and wife should be like a team of good horses. They should pull \_\_\_\_\_.
10. George Jackson's father got into trouble as a young man, but he finally settled \_\_\_\_\_.
11. After a house has been robbed, one should call \_\_\_\_\_ the police to try to find the robber.
12. Three boys held \_\_\_\_\_ a filling station, but they were caught by the police.
13. Some judges let young criminals \_\_\_\_\_ if they have not been arrested before.
14. When a holiday draws \_\_\_\_\_, children are usually excited.
15. Parents must sometimes hold children \_\_\_\_\_ to keep them away from danger.
16. George had heard his father's stories before, but he did not let \_\_\_\_\_ that he had.
17. Parents sometimes meet \_\_\_\_\_ teachers to talk about children's schoolwork.
18. My dog did not want to go across the bridge with me. It kept hanging \_\_\_\_\_.
19. She seemed more and more tired and sleepy. Soon she would drift \_\_\_\_\_.
20. Here are several apples. Pick \_\_\_\_\_ the two that are the largest.

## **7. Making Up Original Sentences**

Pick out at least ten of the two-word verbs in this chapter's glossary and write an original sentence with each.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

# 7. Transportation and Travel

---

## The Jacksons Set Out on a Trip

The Jackson family *got into* their car and *set out* to spend Christmas with Mrs. Jackson's mother and father. Tom, who was at home for the holidays, was driving. He *headed out* toward the highway. The neighbors' dog *saw* them *off*; he was running and barking.

Tom had to *turn around* almost at once, however, because the twins had forgotten their present for their grandparents. After they *got back* to the house, Jane *got out* to find the missing package. She *got in* again, and Tom *backed out* of the driveway. Again they were on their way.

Edna was reminded of her last trip to visit her parents, when she had gone in an airplane. "We *checked in* early at the airport," she told the children, "and I *got on* without waiting long. But the plane didn't *take off* for another hour and a half. Your father *sent me off* with a big bouquet, but the flowers were already wilting before we left the ground. The flight was smooth and pleasant, though. I heard the noise when the pilot *let the wheels down* in Springfield, and we *headed into* the unloading area without any trouble. As soon as I *got off* the plane, I saw Grandma and Grandpa. We *dined out* at a lovely restaurant before we went to their house."

A driver *cut in* ahead of them. They could see him *weaving in and out* among the cars ahead. "He must be drunk," said Mr. Jackson. The driver *ran off* the road, *ran over* a pile of sand beside the road, and *plowed into* a parked truck. Tom *pulled over* and stopped to see whether the driver was hurt. The Jacksons stayed there for a few minutes until a policeman *came up*.

After a couple of hours the Jacksons had trouble of their own. Mr. Jackson was saying, "This car is old. I hope that it doesn't *break down* before we get there." Just then the right front tire *blew out*. Everybody *piled out*. Jim *jacked up* the front end, Tom *took off* the tire, and Jim *put* the spare tire *on*. "I didn't *figure on* a blowout," said Mr. Jackson.

They had no more trouble, and they *pulled in* at the grandparents' house only an hour late.

# GLOSSARY

INFINITIVE	PAST TENSE	PAST PARTICIPLE	
<b>back out</b> drive (a car, etc.) backward from a place Ahmed <i>backed out</i> carefully. (Also S: Tom <i>backed</i> the car <i>out</i> carefully.)	<b>backed out</b>	[have] <b>backed out</b>	(I)
<b>blow out</b> burst, lose air suddenly (a tire) A rear tire <i>blew out</i> .	<b>blew out</b>	[have] <b>blown out</b>	(I)
<b>break down</b> stop working, stop running or operating (an automobile or other machine) Most machines <i>break down</i> sometimes.	<b>broke down</b>	[have] <b>broken down</b>	(I)
<b>check in</b> arrive and register at (a hotel, airport, etc.) When you reach your hotel, you should <i>check in</i> at once.	<b>checked in</b>	[have] <b>checked in</b>	(I)
<b>come up</b> arrive (usually by chance) (See also Chapter 4) A policeman <i>came up</i> and asked some questions.	<b>came up</b>	[have] <b>come up</b>	(I)
<b>cut in</b> move suddenly in front of (a driver or a vehicle) Good drivers do not <i>cut in</i> .	<b>cut in</b>	[have] <b>cut in</b>	(I)
<b>dine out</b> eat dinner in a (usually expensive) restaurant ( <i>Eat out</i> may be used for any meal and for any sort of restaurant.) The Jacksons seldom <i>dine out</i> because of the high prices.	<b>dined out</b>	[have] <b>dined out</b>	(I)
<b>figure on</b> _____ expect (informal) Do not <i>figure on</i> meeting only good drivers.	<b>figured on</b>	[have] <b>figured on</b>	(NS)
<b>get back</b> arrive at the place where one started, return The Jacksons <i>got back</i> two days after Christmas.	<b>got back</b>	[have] <b>got or gotten back</b>	(I)
<b>get in</b> enter (a car, etc.) (When the verb has an object, <i>get into</i> is used instead of <i>get in</i> . See also the note below under <i>get into</i> .) They went to their car and <i>got in</i> .	<b>got in</b>	[have] <b>got or gotten in</b>	(I)
<b>get into</b> _____ enter (a car, etc.) Note that people <i>get into</i> a car or a small plane, but they <i>get on</i> a large plane or a bus, train or horse. See also Chapter 2. <i>Get into</i> may also refer to a game, trouble, an argument, etc.) They walked out and <i>got into</i> their car. We <i>got into</i> a game of backgammon (trouble, a quarrel).	<b>got into</b>	[have] <b>got or gotten into</b>	(NS)

INFINITIVE	PAST TENSE	PAST PARTICIPLE	
<b>get off</b> leave (a plane, bus, train, or horse) An old woman slowly <i>got off</i> . (Also NS: An old woman slowly <i>got off</i> the bus.)	<b>got off</b>	[have] got or gotten off	(I)
<b>get on</b> enter (a large plane or bus or train, or mount a horse) (See also <i>get into</i> , above.) The old woman had <i>got on</i> in Manchester. (Also NS: The old woman had <i>got on</i> the bus in Manchester.)	<b>got on</b>	[have] got or gotten on	(I)
<b>get out</b> leave (a car or small plane) (often followed by <i>of</i> ) When the car stopped, Tom <i>got out</i> . He <i>got out</i> of the car.	<b>got out</b>	[have] got or gotten out	(I)
<b>head into</b> _____ drive or fly (a car, plane, etc.) into Tom <i>headed into</i> the garage. (Also S, meaning "move into, turn toward," with two objects: Tom <i>headed</i> the car <i>into</i> the garage.)	<b>headed into</b>	[have] headed into	(NS)
<b>head out</b> move away from one's present location The Jacksons <i>headed out</i> toward Springfield. (Also S: Tom <i>headed</i> the car <i>out</i> toward Springfield.)	<b>headed out</b>	[have] headed out	(I)
<b>jack . . . up . . .</b> raise (part of a car, etc.) on a tool called a jack To change a tire, one must <i>jack up</i> one wheel of the car.	<b>jacked up</b>	[have] jacked up	(S)
<b>let . . . down . . .</b> cause to go down (as the wheels of a plane or as a car on a jack) (See also Chapter 4) <i>Let</i> the car <i>down</i> slowly with the jack.	<b>let down</b>	[have] let down	(S)
<b>pile out</b> go out of quickly and in a disorderly way (refers to a group, not just one person) (informal) The whole family <i>piled out</i> .	<b>piled out</b>	[have] piled out	(I)
<b>plow into</b> _____ bump hard against, collide with The drunken driver <i>plowed into</i> a truck.	<b>plowed into</b>	[have] plowed into	(NS)
<b>pull in</b> arrive, drive, or move into the place to which one is going When will the train <i>pull in</i> ?	<b>pulled in</b>	[have] pulled in	(I)
<b>pull over</b> drive (a car, etc.) to one side of the road and stop there The policeman asked the driver to <i>pull over</i> . (Also S: The driver <i>pulled</i> the truck <i>over</i> to the left side.)	<b>pulled over</b>	[have] pulled over	(I)
<b>put . . . on . . .</b> fasten (something) in position (See also Chapter 2) Tom and Jim <i>put</i> the tire <i>on</i> .	<b>put on</b>	[have] put on	(S)

INFINITIVE	PAST TENSE	PAST PARTICIPLE	
<b>run off</b> _____	<b>ran off</b>	<b>[have] run off</b>	(NS)
drive (usually unintentionally) off the road, etc., where the vehicle belongs			
Once Tom had to <i>run off</i> the road to prevent an accident.			
<b>run over</b> _____	<b>ran over</b>	<b>[have] run over</b>	(NS)
drive (usually unintentionally) across the top of something			
Most drivers are unhappy if they <i>run over</i> an animal.			
<b>see . . . off . . .</b>	<b>saw off</b>	<b>[have] seen off</b>	(S)
watch (someone) go away, go with someone to the place where his or her trip begins			
Good friends sometimes go to an airport to <i>see</i> someone <i>off</i> .			
<b>send . . . off . . .</b>	<b>sent off</b>	<b>[have] sent off</b>	(S)
say goodbye in a friendly way			
They may <i>send</i> the traveler <i>off</i> with flowers and other presents.			
<b>set out</b>	(See Chapter 2)		
<b>take off</b>	<b>took off</b>	<b>[have] taken off</b>	(I)
leave the ground, go into the air (an airplane)			
A plane moves fast along the runway before it <i>takes off</i> .			
<b>take . . . off . . .</b>	<b>took off</b>	<b>[have] taken off</b>	(S)
remove			
Fernando has <i>taken off</i> the wheel.			
<b>turn around</b>	<b>turned around</b>	<b>[have] turned around</b>	(I)
turn to face in the opposite direction, make either a half-circle or a full circle			
When Tom has started on a trip, he does not like to <i>turn around</i> and go back.			
(Also S: Tom <i>turned</i> the car <i>around</i> .)			
<b>weave in and out</b>	<b>weaved in and out</b>	<b>[have] weaved in and out</b>	(I)
(When referring to weaving cloth, the past is <i>wove</i> and the past participle is <i>woven</i> .)			
drive (a car, etc.) quickly past and in front of one vehicle and then another			
Poor drivers <i>weave in and out</i> among other cars.			

## EXERCISES

### 1. Reading

Read "The Jacksons Set Out on a Trip" several times. If possible, at least one of these readings should be aloud.

### 2. Answering Questions

Answer each question with a complete sentence. The answers should be those given in the story at the beginning of this chapter. In each answer, use the italicized two-word verb. (It may be necessary to change the form.)

1. Who *got into* their car and *set out*? \_\_\_\_\_  
\_\_\_\_\_
2. Who *headed out* toward the highway? \_\_\_\_\_  
\_\_\_\_\_
3. What animal *saw* the family *off*? \_\_\_\_\_  
\_\_\_\_\_
4. Why did Tom *turn around*? \_\_\_\_\_  
\_\_\_\_\_
5. Who *got out* after they *got back* to the house? \_\_\_\_\_  
\_\_\_\_\_
6. Did Jane *get in* again? \_\_\_\_\_  
\_\_\_\_\_
7. Who *backed out* of the driveway? \_\_\_\_\_  
\_\_\_\_\_
8. On her last trip, did Edna *check in* late at the airport? \_\_\_\_\_  
\_\_\_\_\_
9. Did she *get on* without waiting long? \_\_\_\_\_  
\_\_\_\_\_
10. Did she *get on* the plane without waiting? \_\_\_\_\_  
\_\_\_\_\_
11. Who *sent her off* with flowers? \_\_\_\_\_  
\_\_\_\_\_
12. What did the pilot *let down*? \_\_\_\_\_  
\_\_\_\_\_



13. Was there any trouble when the plane *headed into* the unloading area? \_\_\_\_\_  
\_\_\_\_\_
14. Whom\* did Edna see when she *got off* the plane? \_\_\_\_\_  
\_\_\_\_\_
15. Where did Edna and her parents *dine out*? \_\_\_\_\_  
\_\_\_\_\_
16. Who *cut in* ahead of the Jacksons? \_\_\_\_\_  
\_\_\_\_\_
17. Was he *weaving in and out*? \_\_\_\_\_  
\_\_\_\_\_
18. Did he *run off* the road? \_\_\_\_\_  
\_\_\_\_\_
19. Did he *run over* some boards and *plow into* a house? \_\_\_\_\_  
\_\_\_\_\_
20. Why did Tom *pull over*? \_\_\_\_\_  
\_\_\_\_\_
21. How soon did a policeman *come up*? \_\_\_\_\_  
\_\_\_\_\_
22. Was Mr. Jackson afraid that their car might *break down*? \_\_\_\_\_  
\_\_\_\_\_
23. Did the left rear tire *blow out*? \_\_\_\_\_  
\_\_\_\_\_
24. Who *piled out*? \_\_\_\_\_  
\_\_\_\_\_
25. Which part of the car did Jim *jack up*? \_\_\_\_\_  
\_\_\_\_\_
26. Who *took* the tire *off*, and who *put* the spare tire *on*? \_\_\_\_\_  
\_\_\_\_\_
27. Had Mr. Jackson *figured on* a blowout? \_\_\_\_\_  
\_\_\_\_\_
28. When did the Jacksons *pull in* at the grandparents' house? \_\_\_\_\_  
\_\_\_\_\_

\*In informal English *who*



### INTRANSITIVE VERBS

Intransitive two-word verbs do not take objects. Some verbs, however, such as *back out* and *turn around*, can be either intransitive or separable, as the glossaries show.

In pronouncing intransitive verbs (as well as separable), remember to put a little more stress on the second part than on the main part of the verb: *come up*, *cut in*, *pull over*, *turn around*.

#### 3. Pronouncing Intransitive Verbs

The following questions and answers use intransitive two-word verbs. Read each aloud. Put a little extra stress on the parts in boldface type.

1. How did Andy *back out*? He *backed out* very carefully.
2. Has a tire ever *blown out* while you were driving? Yes, one *blew out* last month.
3. What causes most cars to *break down*? They *break down* for many reasons.
4. When did the Jacksons *pull in*? They *pulled in* at four o'clock.
5. When will they *get back*? They plan on *getting back* in three days.
6. Who *got off* when the bus stopped? Several sailors have already *got off*, and others are still *getting off*.
7. Who *got out* when that car stopped? I saw a short woman in a brown coat *get out*.
8. Does the policeman mean that we should *pull over*? Yes. I'm *pulling over* now.
9. Where is a good place to *turn around*? George sometimes *turns around* at the filling station.
10. Would you like to *set out* on a long journey? Yes. I have never *set out* for a distant place.

#### 4. Using Intransitive Verbs

Finish each sentence with the most suitable form of the verb in parentheses.

EXAMPLE: (back out) A car is *backing out* of that driveway.  
 A car was *backing out* of that driveway.  
 A car *backed out* of that driveway yesterday.  
 A car has *backed out* of that driveway.

1. (come up) A policeman is \_\_\_\_\_ now.  
 A policeman \_\_\_\_\_ a few minutes ago.  
 A policeman has \_\_\_\_\_.  
 A policeman may \_\_\_\_\_ soon.
2. (get back) They will \_\_\_\_\_ from their trip on Thursday.  
 They \_\_\_\_\_ last Thursday.  
 They have not \_\_\_\_\_ yet.
3. (blow out) A rear tire \_\_\_\_\_ while the Jacksons were traveling.  
 Tires sometimes \_\_\_\_\_ when they become thin.  
 Two tires on our truck have \_\_\_\_\_ today.
4. (take off) The plane is \_\_\_\_\_ into the wind.  
 Planes almost always \_\_\_\_\_ into the wind.

The plane yesterday \_\_\_\_\_ into the wind.  
It has \_\_\_\_\_ into the wind again today.

5. (set out) The Jacksons will \_\_\_\_\_ on their trip soon.  
They are \_\_\_\_\_ on their trip now.  
They \_\_\_\_\_ yesterday.  
They have \_\_\_\_\_ on trips before.

## ADVERBS WITH TWO-WORD VERBS

Adverbs usually end in *-ly*: *easily, quickly, unexpectedly, usually, suddenly*, etc. Some do not end in *-ly*: *always, soon, often*, etc.

In general, adverbs may be placed with two-word verbs as in these examples:

Intransitive: The tire **SUDDENLY** *blew out*.  
The tire *blew out* **SUDDENLY**.  
**SUDDENLY** the tire *blew out*.  
(Not: The tire blew suddenly out.)

Separable: Tom **QUICKLY** *took* the wheel *off*.  
Tom *took* the wheel *off* **QUICKLY**.  
**QUICKLY** Tom *took* the wheel *off*.  
Tom *took off* the wheel **QUICKLY**.  
Tom **QUICKLY** *took off* the wheel.  
**QUICKLY** Tom *took off* the wheel.  
(Not: Tom took quickly off the wheel.)

Nonseparable: The family **SLOWLY** *got into* the car.  
The family *got* **SLOWLY** *into* the car.  
The family *got into* the car **SLOWLY**.  
**SLOWLY** the family *got into* the car.  
(Not: The family got into slowly the car.)

Three-Word: Pedro **EASILY** *kept up with* Dave.  
Pedro *kept up* **EASILY** *with* Dave. (Possible but not usual.)  
Pedro *kept up with* Dave **EASILY**.  
(Not: Pedro kept easily up with Dave. Not: Pedro kept up with easily Dave.  
Not: Easily Pedro kept up with Dave.)

If all this is difficult to remember, you will usually be right if you put the adverb either before the first word of the verb or at the end of the clause.

### 5. Using Adverbs with Two-Word Verbs

Say each of the following sentences. Then repeat it, but put the adverb in a different correct place. See the examples under "Intransitive."

1. The family *got in* **QUICKLY**.
2. A policeman *came up* **SOON**.
3. We *checked in* **LATER** at the hotel.
4. The drunken driver *recklessly cut in*.
5. Tom *carefully turned around*.



<b>get behind</b> (I)	go in back of (= <i>fall behind</i> , Chapter 1) Helen <i>got behind</i> . (Also NS: Helen <i>got behind</i> Maria.)
<b>get by</b> (I)	manage or succeed in spite of difficult conditions There was little food, but we <i>got by</i> .
<b>get by</b> _____ (NS)	pass (a car, a runner, etc.) but perhaps with some difficulty We finally <i>got by</i> the big, slow-moving truck.
<b>get down</b> (I)	come down (usually to the floor or the ground), descend The one-year-old on the chair was afraid to <i>get down</i> .
<b>get over</b> _____ (NS)	get well or recover from (an illness or injury) Jane <i>got over</i> her cold very quickly.
<b>get through</b> (I)	finish George worked until midnight but finally <i>got through</i> . (Also NS, often followed by <i>with</i> : George <i>got through</i> [with] his work at midnight.)

## 6. Using Verbs with "Get"

Which verb from List I fits best in each sentence?

1. Tom opened the car door, \_\_\_\_\_, and drove away.
2. Tom opened the car door, \_\_\_\_\_, and walked away.
3. Edna went to the airport and \_\_\_\_\_ the plane for Springfield.
4. She \_\_\_\_\_ a week later and was glad to be home again.
5. When she \_\_\_\_\_ the plane, George was there to meet her.

Choose the best verb from List II for each sentence.

6. Tom, Helen, Pedro, and Maria \_\_\_\_\_ once or twice a week for a meal and some conversation.
7. Sometimes they are tired of schoolwork. They need to \_\_\_\_\_ it for a while.
8. Good friends usually \_\_\_\_\_ well together.
9. Sometimes, though, even good friends \_\_\_\_\_ arguments.
10. Some college students go to bed early and then \_\_\_\_\_ very early to study.
11. George's father, when he was young, was a robber; but after he \_\_\_\_\_ jail, he went back to school.
12. Another of the young robbers \_\_\_\_\_ without being seen and was never caught.

Choose the best verb from List III for each sentence.

13. The Jacksons' cat sometimes races the neighbors' young dog. The dog \_\_\_\_\_ and tries to keep his lead.
14. But then the cat runs faster and tries to \_\_\_\_\_ the dog.



## 8. Physical Activity

---

### Helen Wears Herself Out

Maria, Helen, Sigrid, and Yuki had been walking and jogging in the woods for most of the afternoon. "I like to *work out* like this," Sigrid said. "It's great to *slip away* from the crowds of students and professors for a while."

Helen was tired. "I wouldn't *feel up to* doing this every day. I've *worn myself out*. Are we almost back to our bicycles? I can't *keep up* much longer. I'll *pass out!*" she said jokingly.

"Don't *black out* now," Maria told her. "Of course you could *curl up* in the leaves and sleep. Or you and I could *sit down* for a while and *catch up with* the others later."

"We can *cut across* here," Yuki *pointed out*, "instead of staying on this path. That way will be a little shorter."

"I'll just grit my teeth and *hold on*," said Helen. "I'll *keep up with* you if it kills me. And it probably will! I feel like a fighter who has almost been *knocked out*."

"I'm just *warming up*," Sigrid said. "I could *go on* all night."

"I couldn't," said Yuki. "But I suppose that we should *move on* before it gets dark."

"I'm not *cut out for* this," Helen moaned. "If somebody *asks us for* another long run or even walk, I'll say 'No, thanks.'"

"I think that we should *follow up* this jogging with a long walk this evening," said Sigrid. "Walking is easy if you do it right. Just relax and let your body *follow through* each step with your legs and arms moving naturally."

## GLOSSARY

INFINITIVE	PAST TENSE	PAST PARTICIPLE	
<b>ask for</b> _____ request, ask (someone) to give or bring The girl <i>asked for</i> candy. (Also S, when there are two objects: The girl <i>asked him for</i> candy.)	<b>asked for</b>	<b>[have] asked for</b>	(NS)
<b>black out</b> faint, become unconscious (= <i>pass out</i> ) Sam <i>blacked out</i> and lay on the ground without moving.	<b>blacked out</b>	<b>[have] blacked out</b>	(I)
<b>catch up with</b> _____ (See Chapter 1)			
<b>curl up</b> lie down on one's side and pull up one's legs, change from a straight to a curved shape "I like to get a good book and <i>curl up</i> to read it," she said.	<b>curled up</b>	<b>[have] curled up</b>	(I)
<b>cut across</b> _____ go straight across or through instead of around The distance will be less if we <i>cut across</i> the field. (The object is usually omitted when the meaning is clear without it: "We can save time by <i>cutting across</i> here," said Yuki.)	<b>cut across</b>	<b>[have] cut across</b>	(NS)
<b>cut out for</b> _____ intended for, made for, suited to, able to do (used only as a passive) Some students seem to have been <i>cut out for</i> athletics.	<b>cut out for</b>	<b>[have been] cut out for</b>	(NS)
<b>feel up to</b> _____ feel able to, feel well enough to Other students do not <i>feel up to</i> walking around the block.	<b>felt up to</b>	<b>[have] felt up to</b>	(NS)
<b>follow ... through ...</b> continue (a movement, plan, etc.) to the end A good golfer <i>follows</i> the swing <i>through</i> so that the club does not stop when it hits the ball. (Also I: People who play tennis or golf learn to <i>follow through</i> when they swing.)	<b>followed through</b>	<b>[have] followed through</b>	(S)
<b>follow ... up ...</b> do (something) next as a continuation of Sigrid <i>followed up</i> her walk with a swim in the pool. A good salesman <i>follows up</i> each lead that he receives.	<b>followed up</b>	<b>[have] followed up</b>	(S)
<b>go on</b> continue The path they were following went on through the woods. (Also NS, often followed by an <i>-ing</i> word: He <i>went on</i> talking.)	<b>went on</b>	<b>[have] gone on</b>	(I)
<b>hold on</b> continue to try Helen <i>held on</i> and finally got home.	<b>held on</b>	<b>[have] held on</b>	(I)
<b>keep up, keep up with</b> _____ (See Chapter 1)			

INFINITIVE	PAST TENSE	PAST PARTICIPLE	
<b>knock . . . out . . .</b> make weak and helpless, make unconscious (perhaps by hitting) The short boxer <i>knocked out</i> his taller opponent.	<b>knocked out</b>	<b>[have] knocked out</b>	(I)
<b>move on</b> go forward again The students reached the edge of the woods and then <i>moved on</i> .	<b>moved on</b>	<b>[have] moved on</b>	(I)
<b>pass out</b> faint, become unconscious (= <i>black out</i> ) (informal) Of course, Helen did not really <i>pass out</i> .	<b>passed out</b>	<b>[have] passed out</b>	(I)
<b>point . . . out . . .</b> call attention to, show Yuki <i>pointed out</i> a shorter way home.	<b>pointed out</b>	<b>[have] pointed out</b>	(S)
<b>sit down</b> (See Chapter 3)			
<b>slip away</b> go away quietly, go without being seen "Often I like to <i>slip away</i> and be alone," Sigrid said.	<b>slipped away</b>	<b>[have] slipped away</b>	(I)
<b>warm up</b> practice or exercise for a few minutes before a contest, performance, etc.; become accustomed to doing something (See also Chapter 4) Almost all singers <i>warm up</i> before a performance.	<b>warmed up</b>	<b>[have] warmed up</b>	(I)
<b>wear . . . out . . .</b> cause to become very tired (See also Chapter 4) The long walk <i>wore</i> Helen <i>out</i> . (Also I, become very tired: I <i>wear out</i> too quickly.)	<b>wore out</b>	<b>[have] worn out</b>	(S)
<b>work out</b> do physical exercise, run or lift weights, etc., to exercise the body Many students <i>work out</i> frequently in the gymnasium. (Also S: Horse trainers <i>work</i> their horses <i>out</i> each day.)	<b>worked out</b>	<b>[have] worked out</b>	(I)



## EXERCISES

### 1. Reading

Read "Helen Wears Herself Out" several times. Be ready to read any part of it aloud.

### 2. Substituting

What two-word or three-word verb (from this lesson) could be used instead of the italicized part of each sentence? The first letter of the word is in parentheses. In a complete sentence, write the form that is needed.

1. "I like to *do physical exercise* in this way," Sigrid said. (w) \_\_\_\_\_  
\_\_\_\_\_
2. I enjoy *going away quietly* from the crowds. (s) \_\_\_\_\_  
\_\_\_\_\_
3. Helen said, "I wouldn't *feel able to* do this every day." (f) (Change *do* to *doing*.) \_\_\_\_\_  
\_\_\_\_\_
4. I have *caused* myself to *become very tired*. (w) \_\_\_\_\_  
\_\_\_\_\_
5. I cannot *stay even* much longer. (k) \_\_\_\_\_  
\_\_\_\_\_
6. "I'll *faint!*" she said jokingly. (p) \_\_\_\_\_  
\_\_\_\_\_
7. "Don't *become unconscious* now," Maria said. (b) \_\_\_\_\_  
\_\_\_\_\_
8. You could *lie down* in the leaves *and pull up your legs* and sleep. (c) \_\_\_\_\_  
\_\_\_\_\_
9. Or you and I could *change to a sitting position* for a while. (s) \_\_\_\_\_  
\_\_\_\_\_
10. We could *overtake* the others later. (c) \_\_\_\_\_  
\_\_\_\_\_
11. Yuki *called attention to* something. (p) \_\_\_\_\_  
\_\_\_\_\_
12. We could *go straight across*. (c) \_\_\_\_\_  
\_\_\_\_\_

13. "I'll just grit my teeth and *continue to try*," Helen said. (h) \_\_\_\_\_  
\_\_\_\_\_
14. "I'm just *practicing*," Sigrid said. (w) \_\_\_\_\_  
\_\_\_\_\_
15. I could *continue* all night. (g) \_\_\_\_\_  
\_\_\_\_\_
16. Yuki said, "I suppose that we should *go forward again*." (m) \_\_\_\_\_  
\_\_\_\_\_
17. "I'm not *sitted to* this," Helen moaned. (c) \_\_\_\_\_  
\_\_\_\_\_
18. If somebody *requests* another long walk or run, I'll say "No, thanks." (a) \_\_\_\_\_  
\_\_\_\_\_
19. "I think we should *do something as a continuation of* this," Sigrid asserted. (f) \_\_\_\_\_  
\_\_\_\_\_
20. Walking is easy if you let your body *continue* each step *to the end*. (f) \_\_\_\_\_  
\_\_\_\_\_

## NEGATIVES

### Negatives of Two-Word Verbs

After these helping verbs + *not*:

be (am, is, are, was, were, been)

do (does, did)

may (might)

can (could)

shall (should)

will (would)

must

ought to

have (has, had)

Generally use this form:

·ING OR PAST PARTICIPLE

Sigrid was not *sitting* down.

The girls were not really *worn* out.

SIMPLE FORM

Helen did not *keep* up.

She could not *go* on.

She will not *pass* out.

PAST PARTICIPLE

Tom has not *warmed* up

Ella has not *sat* down.

Note 1: *Be* or *been* is also sometimes used with a verb from the second or third group, in sentences like these:

Helen may not be following through.

Maria has not been sitting down.

Tom may not have been sitting down.

Note 2: In informal speech and writing, *not* is often shortened to *n't* in these words:

isn't, aren't, wasn't, weren't

mayn't (rare), mightn't

shan't (rare; =shall not), shouldn't

mustn't

don't, doesn't, didn't

can't, couldn't

won't (=will not), wouldn't

haven't, hasn't, hadn't

### 3. Using Negatives

Make each of the following sentences negative in four different ways. Use each verb in parentheses with *not* or *n't*. Sometimes you will need to change the form of the two-word verb.

EXAMPLE: (did, will, am, have) I asked for new shoes.

*I did not ask for new shoes.*

*I won't ask for new shoes.*

*I am not asking for new shoes.*

*I have not asked for new shoes.*

1. (does, will, may, must) Helen slips away from the others.

---

---

---

---

2. (can, should, did, ought to) Helen and Maria catch up with their friends. (Put *not* between *ought* and *to*.) \_\_\_\_\_

---

---

---

3. (did, has, should, might) Helen curled up in the leaves.

---

---

---

---

4. (is, does, must, may) Tom follows through when he swings his tennis racket.

---

---

---

---

5. (did, will, has, ought to) Dave pointed out Tom's mistake.

---

---

---

---

6. (does, had, is, must) Maria sits down. \_\_\_\_\_

---

---

---

7. (do, have, are, may) They go on. \_\_\_\_\_

---

---

---

8. (did, must, should, would) They cut across a farmer's pasture.

---

---

---

---

9. (does, was, has, should) Sigrid works out daily. \_\_\_\_\_

---

---

---

10. (did, has, may, will) Helen felt up to walking a long distance.

---

---

---

---

## IMPERATIVES

An imperative sentence commands or requests someone to do something. When *please* is used, it makes the command or request more polite.

EXAMPLES: Move on. Please move on. Move on, please.

Point out the right answer. Please point out the right answer.

Point it out. Please point it out. Point it out, please.

Don't sit down. Please do not sit down. Will you sit down. Will you please sit down.

Notice that the last examples look like questions but are really requests. That is why periods are used instead of question marks.

### 4. Using Imperatives

Change each group of mixed-up words and punctuation marks into an imperative sentence. Do not leave out or add any words.

1. down sit . \_\_\_\_\_
2. down please . sit \_\_\_\_\_
3. down sit . please , \_\_\_\_\_
4. car into . get the \_\_\_\_\_
5. into please . get the car \_\_\_\_\_
6. into , please . get the car \_\_\_\_\_
7. you will up , please . stand \_\_\_\_\_



# 9. Business (I)

---

## The Jacksons Set Up Their Own Business

George Jackson liked to repair small engines. He could take an old lawnmower, for instance, and *fix it up* so that it ran like a new one. He and his wife often *talked over* the possibility of *setting up* their own business of selling and repairing small engines.

"When I was young, I always *planned on* having my own business," he reminded her one night when the twins were away. "If I could *do it over*, I would *go into* business much earlier. Edna, this may be the best time. We have *paid off* all our debts and *saved up* a little money. Starting a new business is risky, but my job at the factory is not safe either. The company *laid off* thirty of its newest workers last week because its sales have *slackened off*. Mr. Green *sent for* me today and told me that orders have *dropped off* so much that the company may have to *lay me off*, too."

"That's awful, George," Edna said. "But do you believe we could *work up* enough business in our own shop to pay our expenses? I could *give up* my part-time job and *help out* with the selling and the accounts. I'd finally be able to use my bookkeeping and accounting skills again."

"*Building up* a business is often slow," he said. "Many businesses just *inch along* for several years. But I think that if we try hard we'll make enough money that we can *live on* it. You could sell the new engines and the parts and the tools, and I could *tune up* the old engines that need to be repaired. I believe that things would *work out* well enough."

"Where would we *set up* shop?"

"We could *take over* that empty building on Main Street. I talked with the owner today, and he wanted me to *sign up* at once. I told him I wanted to *talk it over* with you. He may *hold out* for more rent than I am willing to pay, but I believe we can *work out* an agreement unless we become *bogged down* in some of the details. What do you think we should do, Edna?"

"I think we should *sleep on* it."

## GLOSSARY

INFINITIVE	PAST TENSE	PAST PARTICIPLE	
<b>bog . . . down . . .</b> be slowed, be hindered, become stuck The plans for the shop were <i>bogged down</i> for a while. (Also I: The plans <i>bogged down</i> .)	<b>bogged down</b>	<b>[have] bogged down</b>	(S)
<b>build . . . up . . .</b> make strong or large or successful, create slowly, develop, cause to increase Henry Ford <i>built up</i> a very large business. (Also I, increase slowly: His anger <i>built up</i> during the day.)	<b>built up</b>	<b>[have] built up</b>	(S)
<b>do . . . over . . .</b> do again, repeat (an action or a series of actions), repeat in a better way When people make mistakes, they often must <i>do</i> their work <i>over</i> .	<b>did over</b>	<b>[have] done over</b>	(S)
<b>drop off</b> become less, be reduced (prices, sales, etc.) Profits <i>dropped off</i> in the winter.	<b>dropped off</b>	<b>[have] dropped off</b>	(I)
<b>fix . . . up . . .</b> repair, put into working order, improve the appearance of George had often <i>fixed up</i> his own mower.	<b>fixed up</b>	<b>[have] fixed up</b>	(S)
<b>give . . . up . . .</b> (See Chapter 2)			
<b>go into _____</b> enter, begin, start (a business, an activity, or a condition) Can one <i>go into</i> business with very little money?	<b>went into</b>	<b>[have] gone into</b>	(NS)
<b>help out</b> assist, provide help Many young people <i>help out</i> in their parents' shops. (Also S: His wife <i>helps</i> him <i>out</i> .)	<b>helped out</b>	<b>[have] helped out</b>	(I)
<b>hold out for _____</b> insist on getting before coming to an agreement Did the owner <i>hold out for</i> too much money?	<b>held out for</b>	<b>[have] held out for</b>	(NS)
<b>inch along</b> move very slowly, move a small distance at a time The street was icy, so cars could only <i>inch along</i> . (Also NS: Cars <i>inched along</i> the icy street.)	<b>inched along</b>	<b>[have] inched along</b>	(I)
<b>lay . . . off . . .</b> drop (someone) from employment for a while The factory has <i>laid off</i> a hundred workers.	<b>laid off</b>	<b>[have] laid off</b>	(S)
<b>live on _____</b> exist on; have enough food, etc., to survive on How much money does this family need to <i>live on</i> ?	<b>lived on</b>	<b>[have] lived on</b>	(NS)
<b>pay . . . off . . .</b> pay all that one owes Some families never <i>pay</i> their debts <i>off</i> .	<b>paid off</b>	<b>[have] paid off</b>	(S)



INFINITIVE	PAST TENSE	PAST PARTICIPLE	
<b>plan on</b> _____ make plans or preparations for (usually followed by an <i>-ing</i> word) The Jacksons were <i>planning on</i> buying some small engines to sell to others.	<b>planned on</b>	<b>[have] planned on</b>	(NS)
<b>save . . . up . . .</b> save a small amount at a time The Jacksons had <i>saved up</i> a few thousand dollars. (Also I: They had to <i>save up</i> for years.)	<b>saved up</b>	<b>[have] saved up</b>	(S)
<b>send for</b> _____ ask (someone) to come or bring George's employer <i>sent for</i> him. We <i>sent for</i> some medicine.	<b>sent for</b>	<b>[have] sent for</b>	(NS)
<b>set . . . up . . .</b> start, establish ( <i>set up shop</i> = start a small business) Can the Jacksons <i>set up</i> a business that will be successful?	<b>set up</b>	<b>[have] set up</b>	(S)
<b>sign up</b> write one's name on a paper agreeing to do something One should not <i>sign up</i> without thinking carefully about it.	<b>signed up</b>	<b>[have] signed up</b>	(S)
<b>slacken off</b> become less (as sales, business, profits, etc.), become slower ( <i>Slack off</i> is also used.) Often a business <i>slackens off</i> during part of the year.	<b>slackened off</b>	<b>[have] slackened off</b>	(I)
<b>sleep on</b> _____ delay or postpone (a decision) until the next morning (often in the phrase <i>sleep on it</i> ) "Let's not decide now. Let's <i>sleep on it</i> ," Edna said.	<b>slept on</b>	<b>[have] slept on</b>	(NS)
<b>take . . . over . . .</b> become responsible for, take charge of, become the owner of Sometimes a new owner <i>takes over</i> an old business.	<b>took over</b>	<b>[have] taken over</b>	(S)
<b>talk . . . over . . .</b> (See Chapter 4)			
<b>tune . . . up . . .</b> adjust properly, cause to operate smoothly and correctly (usually a machine or a musical instrument) An automobile engine should be <i>tuned up</i> after a few thousand kilometers.	<b>tuned up</b>	<b>[have] tuned up</b>	(S)
<b>work out</b> proceed satisfactorily, be or become acceptable or successful (See also Chapter 8) Will the Jacksons' plans <i>work out</i> ?	<b>worked out</b>	<b>[have] worked out</b>	(I)
<b>work . . . out . . .</b> develop with someone else (an arrangement, etc.), make adjustments in a plan, etc. The Jacksons need to <i>work out</i> many details with other people.	<b>worked out</b>	<b>[have] worked out</b>	(S)
<b>work . . . up . . .</b> develop (a plan, a business, etc.) (often = <i>build up</i> or <i>work out</i> ) They <i>worked up</i> a budget for the year.	<b>worked up</b>	<b>[have] worked up</b>	(S)

## EXERCISES

### 1. Reading

Read "The Jacksons Set Up Their Own Business" several times. Be ready to read any part of it aloud.

### 2. Answering Questions

Answer each question with a complete sentence. Use the correct form of the two- or three-word verb in parentheses. Reread parts of "The Jacksons Set Up Their Own Business" if you need to.

1. What could George Jackson do to an old lawnmower? (fix . . . up . . .) \_\_\_\_\_  
\_\_\_\_\_
2. What did George and Edna talk over? (talk . . . over . . . , set . . . up . . .) \_\_\_\_\_  
\_\_\_\_\_
3. What plans did George make when he was young? (plan . . . on . . .) \_\_\_\_\_  
\_\_\_\_\_
4. If he could start over, what would he do? (go into \_\_\_\_\_) \_\_\_\_\_  
\_\_\_\_\_
5. What have the Jacksons done to their debts? (pay . . . off . . .) \_\_\_\_\_  
\_\_\_\_\_
6. Have they saved any money? (save . . . up . . .) \_\_\_\_\_  
\_\_\_\_\_
7. What did the company do to thirty workers? (lay . . . off . . .) \_\_\_\_\_  
\_\_\_\_\_
8. Why did the company do that? (slacken off) \_\_\_\_\_  
\_\_\_\_\_
9. What did Mr. Green do? (send for \_\_\_\_\_) \_\_\_\_\_  
\_\_\_\_\_
10. What had happened to the company's orders? (drop off) \_\_\_\_\_  
\_\_\_\_\_
11. What did Edna promise to do if they started a business? (help out) \_\_\_\_\_  
\_\_\_\_\_
12. Is building up a business often easy? (build . . . up . . .) \_\_\_\_\_  
\_\_\_\_\_

13. How fast do many businesses grow? (inch along) \_\_\_\_\_  
\_\_\_\_\_
14. Does George believe that the Jacksons can exist on their income from the new business?  
(live on \_\_\_\_\_) \_\_\_\_\_  
\_\_\_\_\_
15. What will George do to old engines? (tune . . . up . . .) \_\_\_\_\_  
\_\_\_\_\_
16. What could the Jacksons do to the empty building? (take . . . over . . .) \_\_\_\_\_  
\_\_\_\_\_
17. Did the owner want George to sign an agreement? (sign up) \_\_\_\_\_  
\_\_\_\_\_
18. What did George tell him? (talk . . . over . . .) \_\_\_\_\_  
\_\_\_\_\_
19. What did George think the owner might do? (hold out for \_\_\_\_\_) \_\_\_\_\_  
\_\_\_\_\_
20. Did George believe that an agreement might be reached? (work . . . out . . .) \_\_\_\_\_  
\_\_\_\_\_
21. What did Edna think they should do? (sleep on \_\_\_\_\_) \_\_\_\_\_  
\_\_\_\_\_

### 3. Using Verbs in Other Contexts

The following sentences use some of the same verbs as those in Exercise 2, but they are not about the Jacksons. Choose the verb that better fits the meaning of the sentence.

1. When sales \_\_\_\_\_ very much, a factory may need to close. (drop off, take over)
2. More often, however, the factory \_\_\_\_\_ some of its workers. (fixes up, lays off)
3. The workers' families then must \_\_\_\_\_ smaller amounts of money and food. (go into, live on)
4. Some families \_\_\_\_\_ money for use at a future time. (save up, sign up)
5. \_\_\_\_\_ one's own business requires a great deal of planning. (Setting up, Tuning up)
6. It is not wise to make an important decision without thinking carefully. A person should at least \_\_\_\_\_ it. (hold out for, sleep on)
7. It may take years to \_\_\_\_\_ a good business. (build up, slacken off)
8. Not all of a person's plans \_\_\_\_\_ . (take over, work out)

9. In a small business, all members of the family may need to \_\_\_\_\_ . (bog down, help out)
10. When a person makes a mistake, he or she must often \_\_\_\_\_ the work \_\_\_\_\_. (do over, take over)
11. When one has a serious problem, it may be necessary to \_\_\_\_\_ an expert for help. (send for, work up)
12. The owner of a small business often hopes to \_\_\_\_\_ all of his or her debts. (lay off, pay off)
13. In almost every business, sales \_\_\_\_\_ during some parts of the year. (set up, slacken off)
14. An owner likes to have someone else who can \_\_\_\_\_ the responsibility in case of illness. (work up, take over)
15. Most business people \_\_\_\_\_ making changes from year to year. (go into, plan on)

### LONG OBJECTS WITH SEPARABLE VERBS

In the sentences below, the complete objects are in capital letters.

- |                              |  |
|------------------------------|--|
| Clear:                       | I could <i>tune up</i> THE OLD ENGINES THAT NEED TO BE REPAIRED.                 |
| Confusing, awkward:          | I could <i>tune</i> THE OLD ENGINES THAT NEED TO BE REPAIRED <i>up</i> .         |
| Clear:                       | The company <i>laid off</i> ABOUT THIRTY OF ITS NEWEST WORKERS last week.        |
| Slightly confusing, awkward: | The company <i>laid</i> ABOUT THIRTY OF ITS NEWEST WORKERS <i>off</i> last week. |

When the object of a separable verb is several words long, it should usually not be placed between the parts of the verb.

#### 4. Using Long Objects with Separable Verbs

Put each object where it seems most clear. Short objects, as you know, may usually be put either between the parts of the separable verb or at the end. Pronouns like *it* and *them*, of course, must separate the parts.

- |                        |   |
|------------------------|---|
| 1. George could fix up | <p style="text-align: center; margin: 0;">OBJECTS</p> <div style="display: flex; align-items: center;"> <div style="font-size: 3em; margin-right: 5px;">{</div> <div style="margin-left: 5px;"> <p>old engines</p> <p>them</p> <p>an engine that no one else could repair</p> </div> </div> |
|------------------------|---|

---



---



---

2. George and Edna talked over { it  
the possibility of starting a new business  
one possibility

---

---

---

3. The Jacksons have paid off { all the debts that they once owed  
them  
their debts

---

---

---

4. Do you believe we could build up { enough business  
enough business to succeed  
it

---

---

---

5. We could take over { it  
that building  
that empty building on Main Street

---

---

---

6. We could work out { agreements satisfactory to all of us  
them  
satisfactory agreements

---

---

---

7. The clown took off { them  
five shirts  
all the shirts that he had on

---

---

---

8. The clown put on { it  
a colorful hat  
a red, green, and yellow straw hat

---

---

---

9. Robbers held up { the bank at the corner of Sixth and Main  
a bank  
it

---

---

---

10. Edna picked out { them  
two tomatoes  
the two largest tomatoes that she could find

---

---

---

### 5. Trying Variations

Read each of the following sentences. Then change it in the ways suggested.

EXAMPLE: The Jacksons *set up* their own business.

(Did) *Did the Jacksons set up their own business?*

(are) *The Jacksons are setting up their own business.*

(did not) *The Jacksons did not set up their own business.*

1. George and Edna *talked* the matter over.

(Did) \_\_\_\_\_

- (are) \_\_\_\_\_  
(may not) \_\_\_\_\_
2. The Jacksons *pay off* all their debts.  
(are) \_\_\_\_\_  
(have) \_\_\_\_\_  
(cannot) \_\_\_\_\_
3. The company is *laying off* thirty workers.  
(may) \_\_\_\_\_  
(has) \_\_\_\_\_  
(Is the) \_\_\_\_\_
4. Mr. Green *sends for* Mr. Jackson.  
(sent) \_\_\_\_\_  
(Did) \_\_\_\_\_  
(Why did) \_\_\_\_\_
5. The Jacksons may *take over* an old building.  
(not) \_\_\_\_\_  
(have) \_\_\_\_\_  
(Will) \_\_\_\_\_
6. George *meets with* the owner.  
(Has) \_\_\_\_\_  
(will) \_\_\_\_\_  
(yesterday.) \_\_\_\_\_
7. The owner is *holding out for* more rent.  
(was) \_\_\_\_\_  
(may) \_\_\_\_\_  
(has) \_\_\_\_\_
8. The Jacksons *sleep on* their decision.  
(are) \_\_\_\_\_  
(have) \_\_\_\_\_  
(last night.) \_\_\_\_\_
9. George *tunes up* many small engines.  
(Will) \_\_\_\_\_  
(last month.) \_\_\_\_\_  
(is) \_\_\_\_\_

10. The Jacksons *keep on* trying.

(will) \_\_\_\_\_

(Will) \_\_\_\_\_

(have) \_\_\_\_\_

**6. Making Up Original Sentences**

Turn back to this chapter's glossary. Close your eyes and put your finger on one of the two-word verbs. Make up an original sentence in which you use it. Repeat for at least nine other verbs.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



# 10. Business (II)

---

## Everybody Helps Out

After *sleeping on* the problem, the Jacksons decided to *set up* their own business. They and the owner of the Main Street building *agreed on* the amount of rent and *settled on* other details. After they had signed an agreement, George told Edna, "Well, it can't be *called off* now."

"No," she said, "we can't *back out of* the deal now. But I'll hate to *part with* all that rent money every month."

"I think that everything will *turn out* all right," he said hopefully. "Just as long as we don't *run out of* money. But we have *lived through* difficult times before."

"If we just do not lose money this year," she said, "we'll be doing all right. I suppose that we can't *count on* more than that."

They *shopped around*, trying to find the best kinds of machines to sell. They also tried to find the best companies to *deal with*. They *checked up on* the reputation of each company. One dealer, they *found out*, seemed to be *making off with* money that was not his own. So his offer was *turned down* at once. Finally they *singled out* a company that seemed honest and that sold good machines. "We want to *deal with* only the companies that *live up to* their agreements," the Jacksons said.

Forms were *filled in*. Money was *paid down* on everything they bought. Prices were *going up* constantly. The money that had been *laid aside* was disappearing too fast. Some bonds that they had hoped to keep were being *cashed in*.

The twins *helped out* in cleaning and painting the building. They knew that their father was no longer *putting in* time at the factory and that the family had to *live off* the money from the little shop. They tried to be cheerful. "*Cheer up*, Dad," Jane said one day. "We'll *stick to* this business until it *pays off*."

"We'll never *sell out* or *shut* the business *down*," Tom wrote from college. "I'll *pitch in* during the summer and do as much as I can."

## GLOSSARY

INFINITIVE	PAST TENSE	PAST PARTICIPLE	
<b>agree on</b> _____ consent to, accept (an agreement or the terms of a business deal) (= <i>settle on</i> ) The Jacksons and the owner <i>agreed on</i> other things besides the rent.	<b>agreed on</b>	<b>[have] agreed on</b>	(NS)
<b>back out of</b> _____ change one's mind about, break a promise about, withdraw from (See also <i>go back on</i> , Chapter 6) Sometimes it seems necessary to <i>back out of</i> an agreement.	<b>backed out of</b>	<b>[have] backed out of</b>	(NS)
<b>call . . . off . . .</b> cancel, stop, bring an end to Should the Jacksons have <i>called off</i> the signing of the agreement?	<b>called off</b>	<b>[have] called off</b>	(S)
<b>cash . . . in . . .</b> get cash instead of, sell (usually bonds or stocks), redeem When the Jacksons <i>cashd in</i> their bonds, they received several thousand dollars.	<b>cashd in</b>	<b>[have] cashd in</b>	(S)
<b>check up on</b> _____ examine to discover the facts about Please <i>check up on</i> the truth of this story.	<b>checked up on</b>	<b>[have] checked up on</b>	(NS)
<b>cheer up</b> become cheerful, become happy and pleasant Jane hoped that her father would <i>cheer up</i> . (Also S, make cheerful: Jane <i>cheered</i> her father up.)	<b>cheered up</b>	<b>[have] cheered up</b>	(I)
<b>count on</b> _____ depend on, rely on, expect, be sure of Can one <i>count on</i> the honesty of all companies?	<b>counted on</b>	<b>[have] counted on</b>	(NS)
<b>deal with</b> _____ do business with, buy from or sell to Do you like to <i>deal with</i> business people who are not honest?	<b>dealt [dɛlt] with</b>	<b>[have] dealt [dɛlt] with</b>	(NS)
<b>fill . . . in . . .</b> write in (blanks, etc.), complete by writing in Have all the blanks been <i>filled in</i> ?	<b>filled in</b>	<b>[have] filled in</b>	(S)
<b>find . . . out . . .</b> (See Chapter 1)			
<b>go up</b> increase (prices), become higher Prices of food have <i>gone up</i> again.	<b>went up</b>	<b>[have] gone up</b>	(I)
<b>help out</b> (See Chapter 9)			
<b>lay . . . aside . . .</b> keep for later use, save, put away ( <i>Put . . . aside . . .</i> has the same meaning.) Has any money been <i>laid aside</i> ?	<b>laid aside</b>	<b>[have] laid aside</b>	(S)
<b>live off</b> _____ exist on what is earned from, exist on available funds or land (See also <i>live on</i> _____, Chapter 9) The Jacksons had to <i>live off</i> the income from the shop.	<b>lived off</b>	<b>[have] lived off</b>	(NS)

INFINITIVE	PAST TENSE	PAST PARTICIPLE	
<b>live through</b> _____ exist in spite of (something difficult or unpleasant) Many people <i>live through</i> weeks when they are hungry.	<b>lived through</b>	<b>[have] lived through</b>	(NS)
<b>live up to</b> _____ do (whatever is promised), act according to George found out that many business people do <i>live up to</i> their agreements.	<b>lived up to</b>	<b>[have] lived up to</b>	(NS)
<b>make off with</b> _____ steal, take, go away with (something that is probably not one's own) Some workers <i>make off with</i> their employers' tools.	<b>made off with</b>	<b>[have] made off with</b>	(NS)
<b>part with</b> _____ (See Chapter 4)			
<b>pay . . . down . . .</b> pay part of the cost of when one buys On a two hundred dollar machine, George <i>paid down</i> fifty dollars and owed one hundred and fifty.	<b>paid down</b>	<b>[have] paid down</b>	(S)
<b>pay off</b> produce a profit Will the Jacksons' business <i>pay off</i> ? (Also S, with a different meaning. See Chapter 9)	<b>paid off</b>	<b>[have] paid off</b>	(I)
<b>pitch in</b> help, assist, provide help (informal) (= <i>help out</i> ) Everyone must <i>pitch in</i> if a small business is to succeed.	<b>pitched in</b>	<b>[have] pitched in</b>	(I)
<b>put . . . in . . .</b> spend, use (time) (See also Chapter 1) Some people like to <i>put in</i> their spare time in painting.	<b>put in</b>	<b>[have] put in</b>	(S)
<b>run out of</b> _____ use all of, have no more "There's nothing left to eat," she said. "We've <i>run out of</i> food."	<b>ran out of</b>	<b>[have] run out of</b>	(NS)
<b>sell out</b> sell, sell all of Some business people must <i>sell out</i> during the first year. (Also S: The Jacksons <i>sold out</i> their lawnmowers.)	<b>sold out</b>	<b>[have] sold out</b>	(I)
<b>settle on</b> _____ consent to, accept, decide on (the arrangement or the terms of a business deal) (= <i>agree on</i> ) The Jacksons <i>settled on</i> the terms for buying their machines.	<b>settled on</b>	<b>[have] settled on</b>	(NS)
<b>shop around</b> examine several possibilities before buying something George likes to <i>shop around</i> to find the best machines.	<b>shopped around</b>	<b>[have] shopped around</b>	(I)
<b>shut . . . down . . .</b> close, stop operating (a business or a factory) When a business is <i>shut down</i> , it no longer buys, manufactures, or sells. (Also I: Some businesses <i>shut down</i> and then reopen.)	<b>shut down</b>	<b>[have] shut down</b>	(S)

INFINITIVE	PAST TENSE	PAST PARTICIPLE	
<b>single . . . out . . .</b> select, choose (usually just one) The Jacksons <i>singled out</i> one company to supply most of their chain saws.	<b>singled out</b>	<b>[have] singled out</b>	(S)
<b>sleep on</b> _____ (See Chapter 9)			
<b>stick to</b> _____ persist in, continue doing “I won’t give up,” George said. “I’ll <i>stick to</i> this business.”	<b>stuck to</b>	<b>[have] stuck to</b>	(NS)
<b>turn . . . down . . .</b> refuse (See also Chapter 5) He <i>turned down</i> some offers that seemed unreasonable.	<b>turned down</b>	<b>[have] turned down</b>	(S)
<b>turn out</b> end, result, get (good or bad) results, eventuate How will the Jacksons’ business efforts <i>turn out</i> ?	<b>turned out</b>	<b>[have] turned out</b>	(I)

## EXERCISES

### 1. Reading

Read "Everybody Helps Out" several times. Be ready to read any part of it aloud.

### 2. Choosing the Right Word

Select the verb from each group that fits best in each sentence. Look back at the story if necessary.

**turn out   called off   agreed on   back out of   part with**

1. The Jacksons and the owner \_\_\_\_\_ the rent.
2. George said, "The deal can't be \_\_\_\_\_ now."
3. Edna said, "We can't \_\_\_\_\_ it now."
4. They hated to \_\_\_\_\_ so much money each month.
5. "Maybe everything will \_\_\_\_\_ all right," George said.

**shopped around   dealt with   count on   lived through   run out of**

6. I hope we don't \_\_\_\_\_ money.
7. We have \_\_\_\_\_ trouble before.
8. We can't \_\_\_\_\_ making much money the first year.
9. The Jacksons \_\_\_\_\_ to find the machines they could sell at a profit.
10. They finally \_\_\_\_\_ several companies.

**making off with   turned down   checked up on   singled out   found out**

11. They \_\_\_\_\_ the reputation of each company.
12. They \_\_\_\_\_ that some companies were more honest than others.
13. One dealer seemed to be \_\_\_\_\_ other people's money.
14. The Jacksons \_\_\_\_\_ his offer.
15. They \_\_\_\_\_ one especially good company.

**paid down   lived up to   went up   filled in   laid aside**

16. They wanted companies that \_\_\_\_\_ their agreements.
17. They \_\_\_\_\_ many forms.
18. They \_\_\_\_\_ money \_\_\_\_\_ on everything they bought.
19. Prices \_\_\_\_\_ constantly.
20. The Jacksons had \_\_\_\_\_ some money which they now had to spend.

live off cheer up cashed in helped out

21. They \_\_\_\_\_ some of their bonds.
22. The twins \_\_\_\_\_ in the evenings and on weekends.
23. The family had to \_\_\_\_\_ the income from the small business.
24. Jane told her father to \_\_\_\_\_.

pitch in stick to pay off shut down sell out

25. "We'll \_\_\_\_\_ this business," Jane said.
26. Someday it will \_\_\_\_\_.
27. "We'll never \_\_\_\_\_," Tom wrote.
28. We will not \_\_\_\_\_ the business \_\_\_\_\_.
29. I'll \_\_\_\_\_ during the summer.

### 3. Reading Aloud

Read aloud the sentences you completed for Exercise 2.

### PASSIVE VERBS

	SUBJECT	ACTIVE VERB
<i>Active:</i>	The Jacksons	turned down the offer.
	SUBJECT	PASSIVE VERB
<i>Passive:</i>	The offer	was turned down.

In a sentence in the active voice, the subject *acts*; it does something. The Jacksons acted by turning down the offer.

In a sentence in the passive voice, the subject does not act; it does not do anything. In the second sentence above, the offer does not act.

The passive voice of a verb usually consists of a form of *be* and the past participle of the verb.

	<i>Singular</i>	
The offer	$\left\{ \begin{array}{l} \text{is} \\ \text{was} \\ \text{may be, can be, will be, etc.} \\ \text{has been, should have been, etc.} \end{array} \right\}$	turned down.
	<i>Plural</i>	
The offers	$\left\{ \begin{array}{l} \text{are} \\ \text{were} \\ \text{may be, can be, will be, etc.} \\ \text{have been, may have been, etc.} \end{array} \right\}$	turned down.

Intransitive verbs cannot be passive.

Sometimes a phrase with *by* is added after a passive verb to tell who or what performs the action.

The offer was *turned down* by the Jacksons.

#### 4. Using Passive Verbs

Change each of these sentences to make it passive. Start with the word or words that have been supplied.

EXAMPLES: They agreed on the price. The price was agreed on.  
Ahmed and Ali agreed on a price. (Use *by*.) The price was agreed on by Ahmed and Ali.  
A detective checked up on Ali's story. (Use *by*) Ali's story was checked up on by a detective.

1. The Jacksons and the owner agreed on the amount of rent. The amount  
\_\_\_\_\_
2. They settled on other details. Other  
\_\_\_\_\_
3. We cannot count on large profits. Large  
\_\_\_\_\_
4. We cannot call it off now. It  
\_\_\_\_\_
5. One dealer made off with a large amount of money. (Use *by*.) A large  
\_\_\_\_\_
6. The Jacksons singled out one reliable company. (Use *by*.) One  
\_\_\_\_\_
7. They would deal with only the honest companies. Only  
\_\_\_\_\_
8. They fill in many forms. Many  
\_\_\_\_\_
9. They pay down some money on each purchase. Some  
\_\_\_\_\_
10. They had laid aside some money. (Use *had been*.) Some  
\_\_\_\_\_
11. They had cashed in some bonds. Some  
\_\_\_\_\_
12. We will never sell out the business. The  
\_\_\_\_\_

13. We will never shut the business down. The
14. The Jacksons have taken over the building on Main Street. (Use *has been* and *by*.) The building
15. They have set up their business there. Their
16. Mr. Jackson tuned up nine engines in one day. (Use *by*.) Nine
17. They have picked out the engines that they will sell. The
18. The new business has brought about many changes in their lives. (Use *by*.) Many
19. They have put off a planned trip to Europe. A
20. They have worn out much of their clothing. Much

## TWO-WORD VERBS WITH "TURN"

Usually a verb with *turn* suggests movement of some kind. Several such verbs are presented in this book.

In this chapter:

turn . . . down . . . (See also Chapter 5)  
turn out

In earlier chapters:

turn around (Chapter 7)	turn . . . off . . . (Chapter 2)
turn in (Chapter 4)	turn . . . on . . . (Chapter 2)
turn . . . in . . . (Chapter 1)	

Others:

**turn against** \_\_\_\_\_ (NS) stop helping, take support away from, become an enemy of  
Some people *turn against* their friends.

**turn into** \_\_\_\_\_ (NS) become (something very different), be changed to  
In an old story, a frog *turned into* a prince.  
(Also S, with two objects: A pretty girl *turned* a frog *into* a prince.)

**turn . . . over . . .** (S) look at from several angles (in one's mind), think about in various ways, consider  
The Jacksons *turned* the problem *over* in their minds and then made a decision.



**turn up** (1)                    be found unexpectedly, come unexpectedly  
 Uncle John Jackson, who had not been there for years,  
*turned up* last Tuesday.

**5. Using Two-Word Verbs with "Turn"**

Which of the verbs listed above fits best in each of these sentences?

1. Jim walked from his house to the shop, \_\_\_\_\_, and came back home.
2. One of George's old shoes was missing, but it \_\_\_\_\_ in the neighbors' yard.
3. Another factory offered George a job, but he \_\_\_\_\_ it \_\_\_\_\_.
4. Tom \_\_\_\_\_ his paper \_\_\_\_\_ to the teacher on the day it was due.
5. Mr. Jackson was sleepy. "I think I'll \_\_\_\_\_," he said.
6. When the Jacksons need to make an important decision, they usually \_\_\_\_\_ the matter \_\_\_\_\_ in their minds for a while.
7. Jim wanted to see a football game, so he \_\_\_\_\_ the television \_\_\_\_\_.
8. Jane did not like football, so she \_\_\_\_\_ it \_\_\_\_\_.
9. The Jacksons are having problems with their business, but they hope that everything will \_\_\_\_\_ well.
10. George said, "In the past, one businessman sometimes helped another but then \_\_\_\_\_ him after a disagreement."
11. Edna was hopeful, "Some small businesses," she reminded the family, "have \_\_\_\_\_ large companies."
12. The Jacksons will probably not \_\_\_\_\_ their small business \_\_\_\_\_ a large one.

**6. Making Up Original Sentences**

Write an original sentence for each of these verbs:

- |                  |                   |                    |
|------------------|-------------------|--------------------|
| agree on _____   | fill ... in ...   | sell ... out ...   |
| call ... off ... | lay ... aside ... | shut ... down ...  |
| cash ... in ...  | pay ... down ...  | single ... out ... |
| count on _____   | pay ... off ...   | turn ... down ...  |
| deal with _____  |                   |                    |

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

Change into a passive form each of the sentences that you wrote above.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

# 11. Business (III)

---

## Totaling Up the Profits and Losses

Edna Jackson *disposed of* several small engines each week, and George usually *worked on* thirty or forty mowers, chain saws, garden tractors, and the like. But even though they *took in* considerable money, they also had to *pay out* a great deal. Their income was small, and the family as a result often had to *do without* things that they wanted.

When they *settled up* their bills at the end of each month, they *figured out* that their income usually *amounted to* somewhat more than their expenses. From the total income they had to *take off* part for taxes. They had *put up* a lighted sign, which cost several hundred dollars. They also advertised by *handing out* free pencils to people who *came into* the shop, and of course those were an additional expense. Edna sometimes *counted out* a few dollars to help the poor or the sick as contributions to charity.

George had to *send away for* machine parts every week. If they sold a machine for three hundred dollars, their own costs usually *added up to* at least two hundred and fifty.

Sometimes they *sold off* some of their machines at lower prices. They would need to *close out* machines that were no longer being made, so they would *mark* the prices *down*. Sometimes, of course, the Jacksons could *mark* prices *up*. Sometimes, too, they could *buy out* another dealer's merchandise or *buy up* part of his machines. In those ways they *kept* their own costs *down*. They had not known that so many shops *dealt in* small engines.

At the end of their first year, George and Edna and their children *totaled up* their profits and losses. They had about thirty machines that they could *carry over* to the next year. But some people had not paid what they owed, and the family knew that they would have to *write off* some of those accounts as bad debts.

When they had finished, George *summed up* the year. "Well, we *took in* enough money to *live on*, but we'll probably never get rich. Anyhow, we will not need to *give up* the business because we have at least made a living. We can *carry on with* it next year, and maybe the profits will be better then. Let's *send out for* some fried chicken to celebrate."

## GLOSSARY

INFINITIVE	PAST TENSE	PAST PARTICIPLE	
<b>add up to</b> _____ total, equal (= <i>amount to</i> ) The Jacksons' expenses <i>added up to</i> a large sum.	<b>added up to</b>	<b>[have] added up to</b>	(NS)
<b>amount to</b> _____ total, equal (= <i>add up to</i> ) The Jacksons' expenses <i>amounted to</i> a large sum.	<b>amounted to</b>	<b>[have] amounted to</b>	(NS)
<b>buy . . . out . . .</b> purchase all of The Jacksons <i>bought out</i> the engines of one dealer who had died.	<b>bought out</b>	<b>[have] bought out</b>	(S)
<b>buy . . . up . . .</b> buy, purchase all that one can of They <i>bought up</i> most of another dealer's tools.	<b>bought up</b>	<b>[have] bought up</b>	(S)
<b>carry on with</b> _____ continue, keep doing The Jacksons were happy because they could <i>carry on with</i> the shop. ( <i>Carry on</i> is also S: They <i>carried on</i> the business for another year. Also I: They <i>carried on</i> for another year.)	<b>carried on with</b>	<b>[have] carried on with</b>	(NS)
<b>carry . . . over . . .</b> (as a business term) hold or keep for future sale Business people always <i>carry over</i> some merchandise from one year to the next.	<b>carried over</b>	<b>[have] carried over</b>	(S)
<b>close . . . out . . .</b> sell all of (usually at a lower price) Many clothing stores <i>close out</i> summer clothing in August.	<b>closed out</b>	<b>[have] closed out</b>	(S)
<b>come into</b> _____ enter (Note that <i>come into</i> is used with an object. <i>Come in</i> has the same meaning but takes no object.) On some days few buyers <i>came into</i> the shop.	<b>came into</b>	<b>[have] come into</b>	(NS)
<b>count . . . out . . .</b> count one by one The little girl carefully <i>counted out</i> seven pennies.	<b>counted out</b>	<b>[have] counted out</b>	(S)
<b>deal in</b> _____ buy and sell (certain kinds of things) That small shop <i>deals</i> only <i>in</i> decorated flower pots.	<b>dealt [dɛlt] in</b>	<b>[have] dealt [dɛlt] in</b>	(NS)
<b>dispose of</b> _____ sell, give away, or trade; get rid of First a store buys something, and then it tries to <i>dispose of</i> it.	<b>disposed of</b>	<b>[have] disposed of</b>	(NS)
<b>do without</b> _____ (See Chapter 3)			
<b>figure . . . out . . .</b> (See Chapter 1)			
<b>give . . . up . . .</b> (See Chapter 2)			

INFINITIVE	PAST TENSE	PAST PARTICIPLE	
<b>hand . . . out . . .</b> give one by one, hand to others one by one In some food stores, clerks <i>hand out</i> small samples of cheese or a new product.	<b>handed out</b>	<b>[have] handed out</b>	(S)
<b>keep . . . down . . .</b> hold as low as possible (costs or prices) The Jacksons tried to <i>keep</i> their costs <i>down</i> .	<b>kept down</b>	<b>[have] kept down</b>	(S)
<b>live on</b> _____ (See Chapter 9)			
<b>mark . . . down . . .</b> reduce or lower (prices), change a price tag to show a lower price Edna <i>marked</i> the price <i>down</i> from \$85.00 to \$69.95.	<b>marked down</b>	<b>[have] marked down</b>	(S)
<b>mark . . . up . . .</b> increase or raise (prices), change a price tag to show a higher price Then she <i>marked</i> another price <i>up</i> from \$150.00 to \$169.50.	<b>marked up</b>	<b>[have] marked up</b>	(S)
<b>pay . . . out . . .</b> spend, expend, pay (an amount of money) The Jacksons <i>paid out</i> several hundred dollars for insurance.	<b>paid out</b>	<b>[have] paid out</b>	(S)
<b>put . . . up . . .</b> build, construct, erect Perhaps sometime the Jacksons will <i>put up</i> their own building.	<b>put up</b>	<b>[have] put up</b>	(S)
<b>sell . . . off . . .</b> sell, sell all of, dispose of A few farmers <i>sold off</i> their cattle because feed was so expensive.	<b>sold off</b>	<b>[have] sold off</b>	(S)
<b>send away for</b> _____ order from a (usually) distant place Many people still <i>send away for</i> their clothing and other things.	<b>sent away for</b>	<b>[have] sent away for</b>	(NS)
<b>send out for</b> _____ call or send a message asking someone to bring (something) College students sometimes <i>send out for</i> sandwiches and coffee. (Also S, with two objects: George <i>sent Jim out for</i> fried chicken.)	<b>sent out for</b>	<b>[have] sent out for</b>	(NS)
<b>settle . . . up . . .</b> pay (an amount that one owes); pay off everything owed Many people <i>settle up</i> their bills on the first of each month.	<b>settled up</b>	<b>[have] settled up</b>	(S)
<b>sum . . . up . . .</b> summarize, say briefly, say or write in a few words George <i>summed up</i> the events of the past year.	<b>summed up</b>	<b>[have] summed up</b>	(S)
<b>take . . . in . . .</b> receive (money, etc.), get, obtain, secure (said especially of a store or other business) Perhaps the Jacksons will <i>take in</i> more money next year.	<b>took in</b>	<b>[have] taken in</b>	(S)
<b>take . . . off . . .</b> deduct, subtract from The Jacksons <i>took off</i> a few dollars from the price.	<b>took off</b>	<b>[have] taken off</b>	(S)

INFINITIVE	PAST TENSE	PAST PARTICIPLE	
<b>total . . . up . . .</b> add up, find the total of When tax-paying time comes, people must first <i>total up</i> their income.	<b>totalled [or totalled] up</b>	<b>[have] totaled [or totalled] up</b>	(S)
<b>work on _____</b> repair, try to correct something broken, spend time on Some people like machines and enjoy <i>working on</i> them.	<b>worked on</b>	<b>[have] worked on</b>	(NS)
<b>write . . . off . . .</b> cancel, accept as a loss One man could not pay the Jacksons the fifty dollars he owed them, and they <i>wrote it off</i> as a bad debt.	<b>wrote off</b>	<b>[have] written off</b>	(S)

## EXERCISES

### 1. Reading

Read "Totaling Up the Profits and Losses" several times. Be ready to read any part of it aloud.

### 2. Choosing the Right Verb

Select the verb at the left that fits best in each sentence.

**paid out   took in   did without   disposed of   worked on**

1. Edna was a good salesperson. In some weeks she \_\_\_\_\_ several small engines.
2. Mowers often need to be repaired. Some days George \_\_\_\_\_ several of them.
3. From selling and repairing, the Jacksons \_\_\_\_\_ considerable money.
4. They also \_\_\_\_\_ a great deal of money because their expenses were high.
5. Since the family did not have much money, they often \_\_\_\_\_ things that they wanted.

**putting up   take off   settle up   amount to   hand out**

6. Business people always hope that their income will \_\_\_\_\_ more than their expenses.
7. Some people each month try to \_\_\_\_\_ whatever they owe.
8. \_\_\_\_\_ a lighted sign can be expensive.
9. Very few business people now \_\_\_\_\_ gifts to their customers.
10. "Last month," said George, "we had to \_\_\_\_\_ from our income several hundred dollars for taxes."

**sent away for   close out   added up to   mark up   count out**

11. Little children in a candy store \_\_\_\_\_ their nickels and dimes very carefully.
12. When George needed some parts for a mower, he \_\_\_\_\_ them.
13. Total costs for one garden tractor \_\_\_\_\_ eleven hundred dollars.
14. When George and Edna want to stop selling one kind of mower, they \_\_\_\_\_ the ones they have.
15. When their own costs go up, shopkeepers \_\_\_\_\_ the price tags for their customers.

**marked down   buy out   bought out   dealt in   sold off**

16. The Jacksons wished that they could \_\_\_\_\_ someone else's machines at a low price.
17. Once a dealer in another town was going out of business. The Jacksons \_\_\_\_\_ all his garden tractors.

18. They \_\_\_\_\_ those tractors to their customers at lower prices.
19. That is, they \_\_\_\_\_ the price tags on those tractors.
20. The Jacksons' small-engine shop was not the only one in town. Several others also \_\_\_\_\_ small engines.

**sum up   lived on   send out for   carry on with   totaled up**

21. At the end of the year the Jacksons sat down and \_\_\_\_\_ their profits and losses.
22. George tried to \_\_\_\_\_ the results of the year.
23. "At least we have \_\_\_\_\_ the income from the store this year," he said.
24. We can \_\_\_\_\_ the business again next year.
25. To celebrate, let's \_\_\_\_\_ some fried chicken.

## TWO- AND THREE-WORD VERBS

Sometimes a word like *in*, *on*, *of*, *for*, or *with* can be added to an intransitive two-word verb. The whole three-word group then takes an object.\*

INTRANSITIVE TWO-WORD VERB	TRANSITIVE THREE-WORD VERB	MEANING OF THE TRANSITIVE VERB	EXAMPLES
<b>back out</b>	<b>back out of</b>	break a promise about	He <i>backed out of</i> the agreement.
<b>break in</b>	<b>break in on</b>	interrupt	He <i>broke in on</i> the conversation.
<b>burst in</b>	<b>burst in on</b>	enter without knocking, etc.; interrupt	She <i>burst in on</i> the meeting.
<b>carry on</b>	<b>carry on with</b>	continue	She <i>carried on with</i> her work.
<b>catch on</b>	<b>catch on to</b>	understand	He <i>caught on to</i> the rules quickly.
<b>catch up</b>	<b>catch up with</b>	overtake	Tom <i>caught up with</i> Helen.
<b>check out</b>	<b>check out of</b>	pay one's bill when leaving	We <i>checked out of</i> the hotel.
<b>come along</b>	<b>come along with</b>	accompany, come with	She <i>came along with</i> her sister.
<b>drop in</b>	<b>drop in on</b>	visit, visit without previous arrangement	We <i>dropped in on</i> the Joneses.
<b>drop out</b>	<b>drop out of</b>	quit, stop doing or going to	He <i>dropped out of</i> school.
<b>fill in</b>	<b>fill in for</b>	replace, substitute for	Mr. Adams <i>filled in for</i> our teacher that day.

\* Sometimes it is difficult to say whether a sentence has a three-word verb or a two-word verb followed by a prepositional phrase. The three-word groups listed here, however, work together as a unit and usually have the meaning of a single verb.



INTRANSITIVE TWO-WORD VERB	TRANSITIVE THREE-WORD VERB	MEANING OF THE TRANSITIVE VERB	EXAMPLES
<b>get ahead</b>	<b>get ahead of</b>	pass, move in front of	The other runner <i>got ahead of</i> me.
<b>go on</b>	<b>go on with</b>	continue	Please <i>go on with</i> your work.
<b>hold on</b>	<b>hold on to</b>	grasp, keep one's hands around or on	The baby <i>held on to</i> her mother's dress.
<b>keep on</b>	<b>keep on with</b>	continue	She <i>kept on with</i> her reading.
<b>keep up</b>	<b>keep up with</b>	go as fast as, match or equal (someone else in speed, etc.)	I ran fast, but she <i>kept up with</i> me.
<b>look out</b>	<b>look out for</b>	be careful about, be watchful for, avoid (= <i>watch out for</i> )	<i>Look out for</i> slippery places on the road.
<b>run away</b>	<b>run away from</b>	leave, run to avoid or escape	Please don't <i>run away from</i> me.
<b>take up</b>	<b>take up with</b>	befriend, become a friend of	He <i>takes up with</i> strange people.
<b>talk back</b>	<b>talk back to</b>	answer in an impolite way	She <i>talked back to</i> her father.
<b>think back</b>	<b>think back on</b>	remember, recall	The old woman <i>thought back on</i> her girlhood.
<b>warm up</b>	<b>warm up to</b>	become friendly or favorable toward	Most people quickly <i>warm up to</i> Fred.
<b>watch out</b>	<b>watch out for</b>	be careful about (= <i>look out for</i> )	<i>Watch out for</i> the dog.

### 3. Using Two- and Three-Word Verbs

Make up a short original sentence with each of the three-word verbs in the list above. If you wish, you may make only small changes in the examples that are given.

---



---



---



---



---



---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**TWO-WORD VERBS WITH "TAKE"**

Verbs with *take* are often related in meaning to *get* or *carry*.  
Review the definitions of any of these verbs that you have forgotten:

- |                                    |                               |
|------------------------------------|-------------------------------|
| take ... in ... (Chapter 11)       | take ... out ... (Chapter 5)  |
| take off (Chapter 7)               | take ... over ... (Chapter 9) |
| take ... off ... (Chapters 7 & 11) | take ... up ... (Chapter 4)   |
| take ... on ... (see Chapter 12)   |                               |

**4. Using Two-Word Verbs with "Take"**

Which of those seven verbs fits best in each sentence?

- 1. The plane went fast down the runway and then \_\_\_\_\_.
- 2. George got his tools and \_\_\_\_\_ the top of the mower.
- 3. I'll \_\_\_\_\_ you \_\_\_\_\_ in a race, Dave.
- 4. How much money did the shop \_\_\_\_\_ last week?
- 5. The meeting was long. It \_\_\_\_\_ more than two hours of our time.
- 6. Sometimes one person may \_\_\_\_\_ another person's business.
- 7. Tom told Dave that he would \_\_\_\_\_ Helen \_\_\_\_\_ Saturday evening.

**TWO-WORD VERBS WITH "PUT"**

Verbs with *put* are usually related in meaning to *place*.  
Look up the definitions of any of these verbs that you do not know:

put ... aside ... (Chapter 10)	put ... off ... (Chapter 1)
put ... away ... (Chapter 2)	put ... on ... (Chapters 2 & 7)
put ... down ... (see Chapter 13)	put ... up ... (Chapter 11)
put (heads) together (see Chapter 15)	put up with _____ (Chapter 5)
put ... in ... (Chapters 4 & 10)	

**5. Using Two-Word Verbs with "Put"**

Which of those nine verbs fits best in each sentence?

- The Jacksons had \_\_\_\_\_ a few thousand dollars to use in the future.
- The twins finally learned to \_\_\_\_\_ their clothing in the clothes closet.
- The family often \_\_\_\_\_ their heads \_\_\_\_\_ before making a decision.
- Many students \_\_\_\_\_ their studying until very late.
- Some friends of the Jacksons are \_\_\_\_\_ a new house. They hope to move in next summer.
- Jane \_\_\_\_\_ a green dress this morning.
- Edna kept the business records of the shop. She \_\_\_\_\_ in a book all the income and all the expenses.
- Business people must \_\_\_\_\_ high costs and high taxes.
- When the twins were talking about school, Jim \_\_\_\_\_ some remarks about Spanish class.

**TWO-WORD VERBS WITH "KEEP"**

Verbs with *keep* are usually related in meaning to *hold* or *continue*.  
Review the definitions of any of these verbs that you have forgotten:

keep at _____ (Chapter 1)	keep up (Chapter 8)
keep ... down ... (Chapter 11)	keep ... up ... (Chapter 4)
keep on _____ (Chapter 2)	keep up with _____ (Chapter 11)
keep on with _____ (Chapter 11)	

**6. Using Two-Word Verbs with "Keep"**

Which of those seven verbs fits best in each sentence?

- Jim ran so fast that Tom could not \_\_\_\_\_.
- She could not \_\_\_\_\_ him.
- George \_\_\_\_\_ working hard.
- In busy times, George \_\_\_\_\_ his work even after dark.



# 12. Competition

---

## Pushing On to Victory

Tom and Dave often ran races against each other, in practice for track meets with other teams. The coach tried not to *side with* either runner, but he *cheered on* both boys in their races against other schools. The boys were good friends, but both liked to *show off* their athletic ability. One evening they were talking and joking with their coach about their latest practice race.

"It was an exciting race," Tom said. "I *got behind* at first."

"That's when I should have *speeded up*," Dave said. "But I made the mistake of *slowing down* too much to save my breath. I *let up* too soon."

"Yes, so I *caught up*. But you *hung on*. Then I *pulled* a little *ahead*, and I *came through* gloriously at the end."

"*Came through* gloriously!" Dave exclaimed. "You just barely *beat me out*!"

"I was *faced with* defeat, but I *made up* about ten meters and *pushed on* to a splendid victory."

"Splendid victory! I bravely *fought you off* until the end, and then you *nosed me out*. I'll *carry off* the splendid victory next time!"

"No, I'm too fast for you now," Tom said. "I think that I can *shut you out* in all our races after this."

Dave *laughed off* Tom's boast. He said to the coach, "You know he can't do that. Aren't you going to *stand up for me*?"

"I'll never *turn against* you, Dave," the coach told him. "I always *back up* all members of the team. I always *root for* all of you."

"Coach, you're just trying not to *stir up* trouble. That's why you're not choosing sides," Dave said with a grin.

"No, I'm only saying that I won't *hold it against* you if you do lose to another member of our team. But you'd still better *speed up* so you can *take on* the runners from the other teams next Saturday."

## GLOSSARY

INFINITIVE	PAST TENSE	PAST PARTICIPLE	
<b>back ... up ...</b> support, help, be loyal to (= <i>stand up for</i> ) Will you <i>back me up</i> in the argument?	<b>backed up</b>	<b>[have] backed up</b>	(S)
<b>beat ... out ...</b> win against (in competition), defeat in a close contest (informal) Taller athletes do not always <i>beat out</i> shorter ones.	<b>beat out</b>	<b>[have] beaten out</b>	(S)
<b>carry ... off ...</b> win (a prize, a victory, an honor, etc.) Who <i>carried off</i> the prize in the 1500-meter run?	<b>carried off</b>	<b>[have] carried off</b>	(S)
<b>catch up</b> become even with, come up to someone else in a competition (See also <i>catch up with</i> , Chapter 1) The Los Angeles team is still trying to <i>catch up</i> .	<b>caught up</b>	<b>[have] caught up</b>	(I)
<b>cheer ... on ...</b> support by cheering (yelling, shouting, clapping, etc.) Their friends are <i>cheering</i> them <i>on</i> .	<b>cheered on</b>	<b>[have] cheered on</b>	(S)
<b>come through</b> be successful, win, last successfully to the end Did your favorite team <i>come through</i> ?	<b>came through</b>	<b>[have] come through</b>	(I)
<b>face ... with ...</b> meet, encounter (especially something difficult or unpleasant) (generally used as a passive: [be] <i>faced with</i> ) Has she ever been <i>faced with</i> serious problems? (Active: The police <i>faced</i> him <i>with</i> new evidence.)	<b>faced with</b>	<b>[have] faced with</b>	(S)
<b>fight ... off ...</b> keep (someone or something) away or behind, fight successfully against (an enemy of any sort), repel The leader <i>fought off</i> the runner in second place.	<b>fought off</b>	<b>[have] fought off</b>	(S)
<b>get behind</b> let (someone else) move in front, fail to get or hold the leading position (= <i>fall behind</i> , Chapter 1) Often a team <i>gets behind</i> but then catches up.	<b>got behind</b>	<b>[have] got or gotten behind</b>	(I)
<b>hang on</b> continue to try hard The leader <i>hung on</i> and finally won.	<b>hung on</b>	<b>[have] hung on</b>	(I)
<b>hold ... against ...</b> object to, be unhappy about, be displeased with (often in the phrase <i>hold it against</i> [someone] ) Would Dave <i>hold it against</i> Tom if he forgot his birthday?	<b>held against</b>	<b>[have] held against</b>	(S)
<b>laugh ... off ...</b> fail to consider seriously, dismiss by laughing Was Helen angry? No, she just <i>laughed it off</i> .	<b>laughed off</b>	<b>[have] laughed off</b>	(S)

INFINITIVE	PAST TENSE	PAST PARTICIPLE	
<b>let up</b> try less hard, go more slowly Sometimes the leader in a contest <i>lets up</i> too soon. The rain <i>let up</i> .	<b>let up</b>	<b>[have] let up</b>	(I)
<b>make . . . up . . .</b> gain (in competition), reduce a difference (in distance or time) Dave led by several meters, but Tom soon <i>made</i> that distance <i>up</i> .	<b>made up</b>	<b>[have] made up</b>	(S)
<b>nose . . . out . . .</b> defeat in a close contest, defeat by a small distance, amount, total, etc. Jack <i>nosed out</i> Andy in the election, 1,172 to 1,146.	<b>nosed out</b>	<b>[have] nosed out</b>	(S)
<b>pull ahead</b> move in front, take the lead When did Tom finally <i>pull ahead</i> ?	<b>pulled ahead</b>	<b>[have] pulled ahead</b>	(I)
<b>push on</b> make a continuing effort, continue in difficult conditions A good athlete <i>pushes on</i> even when he knows he will probably lose.	<b>pushed on</b>	<b>[have] pushed on</b>	(I)
<b>root for _____</b> support by cheering, etc. (informal) (= <i>cheer on</i> ) Their friends are <i>rooting for</i> them.	<b>rooted for</b>	<b>[have] rooted for</b>	(NS)
<b>show . . . off . . .</b> (See Chapter 5)			
<b>shut . . . out . . .</b> keep someone from scoring at all (in contests) Cleveland <i>shut out</i> New York by a score of 6–0.	<b>shut out</b>	<b>[have] shut out</b>	(S)
<b>side with _____</b> agree with, support If both Smith and Jones want to become the President, which one will you <i>side with</i> ?	<b>sided with</b>	<b>[have] sided with</b>	(NS)
<b>slow down</b> go more slowly than before (= <i>slow up</i> ) In automobile races, some drivers almost never <i>slow down</i> .	<b>slowed down</b>	<b>[have] slowed down</b>	(I)
<b>speed up</b> go faster than before They are getting closer to us. Can't you <i>speed up</i> ? (Also S, cause to go faster: He <i>speeded up</i> the engine.)	<b>sped or speeded up</b>	<b>[have] sped or speeded up</b>	(I)
<b>stand up for _____</b> support, talk in favor of (= <i>back up</i> ) "Stand up for what you believe," George told Tom.	<b>stood up for</b>	<b>[have] stood up for</b>	(NS)
<b>stir . . . up . . .</b> start, cause, put into motion "Don't <i>stir up</i> trouble if you can avoid it," he also said.	<b>stirred up</b>	<b>[have] stirred up</b>	(S)
<b>take . . . on . . .</b> start to compete against, challenge (in a contest) Detroit will <i>take on</i> San Diego in another game.	<b>took on</b>	<b>[have] taken on</b>	(S)

INFINITIVE

PAST TENSE

PAST PARTICIPLE

**turn against** \_\_\_\_\_

**turned against**

**[have] turned against**

(NS)

stop helping, take one's support away from, stop being in favor of, become hostile or unfriendly toward

Some of the players *turned against* their manager.



## EXERCISES

### 1. Reading

Read "Pushing On to Victory" several times. If possible, read it aloud in groups of four. One person may be the narrator, and the other three may read what Tom, Dave, and the coach say.

### 2. Substituting

What two-word verb studied in this chapter has about the same meaning as the italicized part of each sentence? The first letter has been given. Rewrite the sentence using the form that is correct.

1. Dave's friends usually *supported* him *by shouting and clapping*. (c) \_\_\_\_\_  
\_\_\_\_\_
2. Many boys and some girls like to *make a display of* their athletic ability. (s) \_\_\_\_\_  
\_\_\_\_\_
3. When Tom and Dave were racing, Tom *let* Dave *move in front* in the first hundred meters. (g)  
\_\_\_\_\_
4. Later Tom *went faster than before* and came closer. (s) \_\_\_\_\_  
\_\_\_\_\_
5. Then he *became even* and moved ahead. (c) \_\_\_\_\_  
\_\_\_\_\_
6. Dave had *run more slowly than before*. (s) \_\_\_\_\_  
\_\_\_\_\_
7. He had *tried less hard*. (l) \_\_\_\_\_  
\_\_\_\_\_
8. In life, as in a race, it is important to *continue to try hard*. (h) \_\_\_\_\_  
\_\_\_\_\_
9. In their race, Tom *lasted successfully to the end*. (c) \_\_\_\_\_  
\_\_\_\_\_
10. Tom finally *won against* Dave. (b) \_\_\_\_\_  
\_\_\_\_\_
11. At one time Tom was *encountering* defeat. (f) \_\_\_\_\_  
\_\_\_\_\_
12. Early in the race Tom was ten meters behind Dave. He was able to *gain* that distance. (m) \_\_\_\_\_  
\_\_\_\_\_

13. Try to *make a continuing effort* even if you lose. (p) \_\_\_\_\_  
\_\_\_\_\_
14. In a close race the leader must try to *keep* the other runners *behind*. (f) \_\_\_\_\_  
\_\_\_\_\_
15. A winner sometimes only *defeats* an opponent *by a small distance*. (n) \_\_\_\_\_  
\_\_\_\_\_
16. Tom said that Dave could never win another race from him—that he could *keep Dave from winning at all*. (s) \_\_\_\_\_  
\_\_\_\_\_
17. Dave *did not consider seriously* Tom's boast. (l) \_\_\_\_\_  
\_\_\_\_\_
18. Dave hoped the crowd would *support* the team in the next contest. (st) \_\_\_\_\_  
\_\_\_\_\_
19. Loyal supporters never *take their support away from* a team even when it loses. (t) \_\_\_\_\_  
\_\_\_\_\_
20. Students at State University generally *are loyal* to their team. (b) \_\_\_\_\_  
\_\_\_\_\_
21. Athletes like to have the crowd *support them by cheering*. (r) \_\_\_\_\_  
\_\_\_\_\_
22. Some people seem to enjoy *causing* trouble. (s) \_\_\_\_\_  
\_\_\_\_\_
23. Should you *be displeased with* people because they do not agree with you? (h) (Add *it*.) \_\_\_\_\_  
\_\_\_\_\_
24. The State University runners will *start to compete* against other teams next week. (t) \_\_\_\_\_  
\_\_\_\_\_
25. Perhaps Dave can *go faster* and win his next race. (s) \_\_\_\_\_  
\_\_\_\_\_

### NOUNS FROM TWO-WORD VERBS

Some two-word verbs have come to be used as nouns also. The simple form of the verb is the one used in each of these nouns. See the examples below.

#### 3. Pronouncing

In pronouncing the noun, stress the first part slightly.  
Read these pairs of sentences.

TWO-WORD VERB

1. Two front tires *blow out*.
2. The machinery may *break down*.
3. Someone might *break in* if we leave.
4. The ruler should *build up* the army.
5. The Jacksons will *carry over* some debts to the next year.
6. The people *cry out* against high taxes.
7. Sales will *drop off*.
8. A good golfer *follows through* on his swing.
9. They and their friends often *get together*.
10. Sam may *knock* the other fighter *out*.
11. The factory will *lay off* thirty workers.
12. Dave *let up* when he was ahead.
13. Suspected criminals had to *line up*.
14. We must *look out* for the approach of the enemy.
15. Edna had to *mark down (up)* some prices.
16. Don't *mix up* the price tags.
17. The rich man had to *pay off* the blackmailer.
18. Edna tried to *sell out* all the mowers.
19. The factory *shut down*.
20. The baseball team *shut out* its opponents, 4 to 0.
21. The driver needed to *speed up*.
22. Good friends *stand by* one another.
23. The plane will soon *take off*.
24. George *tunes up* engines.
25. Tom and Dave *work out* daily.
26. Jim will *write up* his lesson.

NOUN BASED ON THE VERB

- Blowouts* can be dangerous.
- There was a *breakdown* in the machinery.
- We had a *break-in* at our house.
- The *buildup* of the army was slow.
- The *carry-over* will be small.
- There was a loud *outcry*. (In this word, note that *out* comes before *cry*.)
- There will be a *drop-off* in sales.
- That golfer's *follow-through* is weak.
- They had a *get-together* with their friends.
- Sam won by a *knockout*.
- The *layoff* may get larger.
- There should have been no *letup*.
- The *lineup* was a short one.
- A *lookout* watched for the approach of the enemy.
- The *markdowns (markups)* were small.
- A *mix-up* could be serious.
- The *payoff* was large.
- It was her first *sellout*.
- The *shutdown* may last more than a month.
- There are often *shutouts* in baseball.
- The *speedup* was sudden.
- You are my old *standby*.
- The *takeoff* was smooth.
- This engine needs a *tuneup*.
- They enjoy their *workouts*.
- His *write-up* is two pages long.

#### 4. Using Nouns Based on Two-Word Verbs

Choose ten of the italicized nouns in the second column above. Make up an original sentence with each.

---

---

---

---

---

---

---

---

---

---

---

#### 5. Forming Questions

Change each of the following statements into a question that uses the same two-word verb. (Change the form of the verb if necessary.) The first word or words of your question have been given.

EXAMPLE: Tom *nosed out* Dave in the race in Green Park.

Where *did Tom nose out Dave?*

1. We should *back up* our team. Should  
\_\_\_\_\_
2. Tom *beat out* Dave in a race yesterday. When  
\_\_\_\_\_
3. Tom *caught up* with Dave in the last fifty meters. Who  
\_\_\_\_\_
4. Tom *carried off* the victory. Who  
\_\_\_\_\_
5. Their friends *cheered* the runners *on* because they liked both boys. Why  
\_\_\_\_\_
6. I try to *come through* with a victory. Do you usually  
\_\_\_\_\_
7. Everyone is *faced with* difficulties in making good decisions. Is  
\_\_\_\_\_
8. It is necessary for everyone to *fight off* troubles. Who must  
\_\_\_\_\_

Name \_\_\_\_\_ Section \_\_\_\_\_ Date \_\_\_\_\_

9. All of us sometimes *get behind*. Is it true that \_\_\_\_\_  
\_\_\_\_\_
10. We should not *hold it against* Dave if he loses again. Should \_\_\_\_\_  
\_\_\_\_\_
11. Most people can *laugh off* defeat. Can \_\_\_\_\_  
\_\_\_\_\_
12. Often a person loses because he or she *lets up* too soon. What happens if \_\_\_\_\_  
\_\_\_\_\_
13. In the race Tom was ten meters behind, but he *made up* that distance. How much distance \_\_\_\_\_  
\_\_\_\_\_
14. A race horse named Rascal *nosed out* Double Trouble and Old Harry. Which horse \_\_\_\_\_  
\_\_\_\_\_
15. During the first month of the baseball season, the Giants *pulled far ahead*. When \_\_\_\_\_  
\_\_\_\_\_
16. The swimmers *pushed on* even when the waves began to get high. Did \_\_\_\_\_  
\_\_\_\_\_
17. Students will still *root for* the team. Will \_\_\_\_\_  
\_\_\_\_\_
18. Tom *showed off* his speed. Who \_\_\_\_\_  
\_\_\_\_\_
19. Helen usually *stided with* Tom. Who\* did Helen \_\_\_\_\_  
\_\_\_\_\_
20. Both teams *shut out* their opponents. Did \_\_\_\_\_  
\_\_\_\_\_
21. Drivers usually *slow down* on slick roads. Do \_\_\_\_\_  
\_\_\_\_\_
22. The driver of a white car was *speeding up* and getting away. Who \_\_\_\_\_  
\_\_\_\_\_
23. My father always *stood up for* what he believed was right. What did my \_\_\_\_\_  
\_\_\_\_\_

\*Whom in formal English.

24. Edna *stirred up* some new problems when she talked about taxes. When \_\_\_\_\_
25. Pedro and Fernando *took on* Tom and Dave in a swimming contest. Who\* did Pedro and Fernando \_\_\_\_\_
26. Most parents do not *turn against* a child who loses. Do \_\_\_\_\_

## 6. Making Up Original Sentences

Turn to this chapter’s glossary. If your first name has an odd number of letters (1, 3, 5, etc.), write an original sentence using the first, third, fifth, and so on of the verbs listed—fourteen sentences in all. If your first name has an even number of letters (2, 4, 6, etc.), write an original sentence with the second, fourth, and so on—thirteen sentences in all.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

\**Whom* in formal English.

# 13. Reading and Writing

---

## Jane and Jim Go About Writing an Assignment

Jim and Jane were *talking over* an assignment for their English class.

"As I understand it," Jane said, "each of us must *write up* the most important points that *came up* in the class discussion of the book."

"Yes, but I don't know how to *go about* it. Should we *go into* everything that was said? Or should we just *bring out* the details of two or three points? Just what is the teacher *driving at*?"

"I don't know, Jim. In class I *put down* almost everything that anyone said. And, of course, I *looked up* some other information. But the teacher wouldn't want us to *write* everything *out* in too much detail."

"I should *look up* what I wrote in my notes, too. Then I can *thumb through* them and *pick out* the most important parts."

"I may *stumble across* a couple of things that are especially interesting and important. Then maybe I can just *sum up* the others, while *dwelling on* only those two."

"That sounds good, Jane. As I understand the assignment, we don't need to *write down* much about the book itself. We shouldn't tell what *became of* each person or even how the story *came out*."

"Right. I really enjoyed the story. I don't know how an author can *make up* something so exciting. It's really simple, but he *spun* it *out* by including many vivid details. I want to *read up* on the author and *find out* more about him."

"I think that he has written a new book, Jane. Did you know that the library *subscribes to* several magazines that print book reviews?"

"Yes, I've *dipped into* some of them."

"Well, I'll *draw up* a plan for my paper now, and decide which two or three points I should *play up*."

"So will I. I'm sure that our papers will *turn out* all right."

## GLOSSARY

INFINITIVE	PAST TENSE	PAST PARTICIPLE	
<b>become of</b> _____ happen to	<b>became of</b>	<b>[have] become of</b>	(NS)
What <i>became of</i> the girl at the end of the story?			
<b>bring . . . out . . .</b>	<b>brought out</b>	<b>[have] brought out</b>	(S)
write, tell, include, present, produce, reveal Good writers <i>bring out</i> useful information about people.			
<b>come out</b>	<b>came out</b>	<b>[have] come out</b>	(I)
end (of a story or a happening in a person's life), end up (= <i>turn out</i> ) How did your talk with the teacher <i>come out</i> ?			
<b>come up</b>	<b>came up</b>	<b>[have] come up</b>	(I)
be mentioned, be discussed, occur, happen (See also Chapters 4 and 7) Several surprising things <i>came up</i> in class that day.			
<b>dip into</b> _____	<b>dipped into</b>	<b>[have] dipped into</b>	(NS)
look at (a book, magazine, theory, etc.) very quickly I won't read all of it. I'll just <i>dip into</i> it.			
<b>draw . . . up . . .</b>	<b>drew up</b>	<b>[have] drawn up</b>	(S)
make (a plan, outline, etc.); prepare Before writing, a person should usually <i>draw up</i> a plan.			
<b>drive at</b> _____	<b>drove at</b>	<b>[have] driven at</b>	(NS)
intend, mean, try to do or find out ( <i>Driving at</i> is the usual form.) When you asked me about Cynthia, what were you <i>driving at</i> ?			
<b>dwell on</b> _____	<b>dwelled on or dwelt on</b>	<b>[have] dwelled on or dwelt on</b>	(NS)
emphasize, pay much or most attention to; think, write, or speak about for a long time, concentrate on Some authors <i> dwell on</i> the sadness of life, others on its pleasures.			
<b>find . . . out . . .</b>	(See Chapter 1)		
<b>go about</b> _____	<b>went about</b>	<b>[have] gone about</b>	(NS)
start, proceed with How should I <i>go about</i> writing a story?			
<b>go into</b> _____	<b>went into</b>	<b>[have] gone into</b>	(NS)
discuss, consider (in writing or speaking) The author <i>went into</i> the history of the building of the first transcontinental railroad.			
<b>look . . . up . . .</b>	(See Chapter 1)		
<b>make . . . up . . .</b>	<b>made up</b>	<b>[have] made up</b>	(S)
create, invent (a story, sentence, etc.) (See also Chapters 1 and 12) <i>Making up</i> a story is easy for some writers.			
<b>pick . . . out . . .</b>	(See Chapter 3)		
<b>play . . . up . . .</b>	<b>played up</b>	<b>[have] played up</b>	(S)
pay most attention to, emphasize Jane <i>played up</i> the class's comments on two people in the story.			



INFINITIVE	PAST TENSE	PAST PARTICIPLE	
<b>put . . . down . . .</b>	<b>put down</b>	<b>[have] put down</b>	(S)
write, take notes on, make a written record of Jim had <i>put down</i> some information that Jane thought was not important.			
<b>read up on _____</b>	<b>read up on</b>	<b>[have] read up on</b>	(NS)
read information about, read to become well-informed about I'd like to <i>read up on</i> the early railroads.			
<b>spin . . . out . . .</b>	<b>spun out</b>	<b>[have] spun out</b>	(S)
make long, extend, add many details to (a story or other writing) Some authors <i>spin out</i> a story too much, and it becomes boring.			
<b>stumble across _____</b>	<b>stumbled across</b>	<b>[have] stumbled across</b>	(NS)
happen to find (=run across, Chapter 5. <i>Stumble on</i> or <i>onto</i> or <i>into</i> and <i>happen on</i> have the same meaning.) One can <i>stumble across</i> some strange facts while reading.			
<b>subscribe to _____</b>	<b>subscribed to</b>	<b>[have] subscribed to</b>	(NS)
pay money in order to receive regularly (usually a magazine or a newspaper) Does your family <i>subscribe to</i> any magazines?			
<b>sum . . . up . . .</b>	(See Chapter 11)		
<b>talk . . . over . . .</b>	(See Chapter 4)		
<b>thumb through _____</b>	<b>thumbed through</b>	<b>[have] thumbed through</b>	(NS)
turn pages quickly while glancing at the contents I like to <i>thumb through</i> a book to find out whether I would enjoy it.			
<b>turn out</b>	(See Chapter 10)		
<b>write . . . down . . .</b>	<b>wrote down</b>	<b>[have] written down</b>	(S)
put into writing We cannot <i>write down</i> everything that a speaker says.			
<b>write . . . out . . .</b>	<b>wrote out</b>	<b>[have] written out</b>	(S)
write all of, put numbers or abbreviations into full written form <i>Write out</i> this number instead of using figures.			
<b>write . . . up . . .</b>	<b>wrote up</b>	<b>[have] written up</b>	(S)
write an account or a description of, write in detail, write from notes In science class, Jim has to <i>write up</i> what happened in an experiment.			

## EXERCISES

### 1. Reading

Read "Jane and Jim Go About Writing an Assignment" several times. Be ready to read it aloud with a partner. One person should read Jane's speeches, and the other should read Jim's.

### 2. Substituting

In the following sentences synonyms have been used for the two-word verbs. What two-word verb could be used instead of the italicized part? The first letter of the verb is in parentheses. Write out the new sentence.

1. Jane and Jim *discuss* their English assignment. (t) \_\_\_\_\_  
\_\_\_\_\_
2. "Each of us needs to *write from our notes* the most important points," Jane said. (w) \_\_\_\_\_  
\_\_\_\_\_
3. I mean the points that *were mentioned* in class discussions of the book. (c) \_\_\_\_\_  
\_\_\_\_\_
4. "I don't know how to *proceed with* it," said Jim. (g) \_\_\_\_\_  
\_\_\_\_\_
5. Should we *consider* all that everyone said? (g) \_\_\_\_\_  
\_\_\_\_\_
6. Or should we just *include* the details on two or three points? (b) \_\_\_\_\_  
\_\_\_\_\_
7. What is the teacher *intending*? (d) \_\_\_\_\_  
\_\_\_\_\_
8. Well, I *took notes on* all that was said. (p) \_\_\_\_\_  
\_\_\_\_\_
9. Also, I *searched for and found* some other information. (l) \_\_\_\_\_  
\_\_\_\_\_
10. But the teacher certainly doesn't want us to *write all* that was said. (w o) \_\_\_\_\_  
\_\_\_\_\_
11. "I'll *turn the pages rapidly and glance at* my notes," said Jim. (t) \_\_\_\_\_  
\_\_\_\_\_
12. Then I can *select* the best parts. (p) \_\_\_\_\_  
\_\_\_\_\_

13. "I thought I might *happen to find* a couple of very interesting things," Jane said. (s) \_\_\_\_\_  
\_\_\_\_\_

### 3. Substituting

Continue as in Exercise 2.

1. Then I'll just *summarize* the others. (s) \_\_\_\_\_  
\_\_\_\_\_

2. I'll say that I will *pay most attention to* only two points. (d) \_\_\_\_\_  
\_\_\_\_\_

3. Good. We don't need to *put into writing* much about the book itself. (w) \_\_\_\_\_  
\_\_\_\_\_

4. For example, we shouldn't tell what *happened to* the main character. (b) \_\_\_\_\_  
\_\_\_\_\_

5. We shouldn't tell how the story *ended*, either. (c) \_\_\_\_\_  
\_\_\_\_\_

6. "I don't know how an author can *create* such an exciting story," Jane commented. (m) \_\_\_\_\_  
\_\_\_\_\_

7. He *made* the story *long* by including so many interesting details. (s) \_\_\_\_\_  
\_\_\_\_\_

8. I want to *read information about* the author. (r) \_\_\_\_\_  
\_\_\_\_\_

9. I hope to *discover* more about him. (f) \_\_\_\_\_  
\_\_\_\_\_

10. Jane, do you know that the library *pays money to receive* several magazines that print book reviews? (s) \_\_\_\_\_  
\_\_\_\_\_

11. Yes. I've *looked quickly at* some of them. (d) \_\_\_\_\_  
\_\_\_\_\_

12. I'll *prepare* a plan for my paper now. (d) \_\_\_\_\_  
\_\_\_\_\_

13. I'll decide which two or three points I should *emphasize*. (p) \_\_\_\_\_  
\_\_\_\_\_

14. So will I. I believe that our papers will *end* all right. (t) \_\_\_\_\_  
\_\_\_\_\_

**4. Using Other Tenses**

Each of the following sentences is in the present tense. Change each verb in three ways. First write the past tense. Then write the form with the past participle, including *have* or *has*. Finally, write the form needed after the word in the third blank.

EXAMPLE: What becomes of ( became of , has become of ,  
may become of ) last year's best-selling books?

- Jane *brings out* ( \_\_\_\_\_ , \_\_\_\_\_ ,  
may \_\_\_\_\_ ) points that are different from Jim's.
- The story *comes out* ( \_\_\_\_\_ , \_\_\_\_\_ ,  
should \_\_\_\_\_ ) with a happy ending.
- Several interesting points *come up* ( \_\_\_\_\_ , \_\_\_\_\_ ,  
might \_\_\_\_\_ ) in class.
- The author *dwells on* ( \_\_\_\_\_ , \_\_\_\_\_ ,  
did \_\_\_\_\_ ) one character.
- Jim and Jane *find out* ( \_\_\_\_\_ , \_\_\_\_\_ ,  
must \_\_\_\_\_ ) how to write a good summary.
- Jim *draws up* ( \_\_\_\_\_ , \_\_\_\_\_ ,  
can \_\_\_\_\_ ) a very clear plan for his paper.
- The twins *go into* ( \_\_\_\_\_ , \_\_\_\_\_ ,  
do not \_\_\_\_\_ ) all the points discussed in class.
- The author *makes up* ( \_\_\_\_\_ , \_\_\_\_\_ ,  
may \_\_\_\_\_ ) an unusual story.
- Jane *puts down* ( \_\_\_\_\_ , \_\_\_\_\_ ,  
should \_\_\_\_\_ ) the most important points.
- Jim *reads up on* ( \_\_\_\_\_ , \_\_\_\_\_ ,  
will \_\_\_\_\_ ) the author's life.
- The author *spins out* ( \_\_\_\_\_ , \_\_\_\_\_ ,  
could \_\_\_\_\_ ) the story in exciting detail.
- Jim *sums up* ( \_\_\_\_\_ , \_\_\_\_\_ ,  
will \_\_\_\_\_ ) the results.
- Each twin *writes down* ( \_\_\_\_\_ , \_\_\_\_\_ ,  
should \_\_\_\_\_ ) only what is important.



# 14. Speaking

---

## Speaking About Speaking

“The English language is tricky,” Maria said to Helen one day. “I still have trouble with some of the little words. Tell me the differences between *speak of*, *speak about*, and *speak for*.”

“Your English is excellent,” Helen said, “but maybe I can answer a few questions. If we mention something, we *speak of* it or *speak about* it. They mean the same thing. But if we *speak for* something, we speak in favor of it. Right now we’re *speaking of* language or *speaking about* it, but we’re not *speaking for* anything.”

“What about some of the verbs with *talk*?”

“Let me think. Well, if we *talk back to* a person, we say something in answer to what he or she said or did, and back talk is sometimes not very respectful or polite. If we *talk down to* a person, we treat her or him as inferior to us, less intelligent or more childish than we are. But if we *talk up* a plan or even a party, we are talking in favor of it, and—”

“What if I interrupt someone, as I did just now?”

“You could say that you *broke in*, even though you didn’t really ‘break.’ *Butt in* is an informal way to say the same thing. You could also say that you *broke in on* what I was saying.”

“I can think of some others. Are these right? If we end a conversation, we *break it off*. If something hurts or excites me, I may *cry out*, which seems to mean about the same as ‘exclaim’ or ‘yell.’ If I say something very suddenly—maybe something I shouldn’t—I *blurt it out*. Are those right?”

“Yes. And if a crowd of people yell to keep you from talking, they *shout you down*. They may do that because you are *speaking out* by expressing your opinion frankly.”

“Last night I read a conversation in a book, in which the author said that one of the characters *chimed in*. What does that mean?”

“It means that the person was adding something to what was just said, probably agreeing with it. If people disagree with somebody’s plan, they may try to *talk the person out of* doing it.”

“We’ve *touched on* some of the verbs I wanted to *speak about*, but I’m sure there will be more. Oh, I just *thought of* another. I heard a little girl say to her brother, ‘Don’t *tell on* me.’ What did she mean?”

“Probably she had done something she shouldn’t have done, and she was asking her brother not to tell her parents. We could *talk on and on* about expressions like these.”

“Yes, I suppose we could *go on and on*.”

## GLOSSARY

INFINITIVE	PAST TENSE	PAST PARTICIPLE	
<b>blurt . . . out . . .</b> say something very suddenly and perhaps without thinking "That's not true!" I blurted out.	<b>blurted out</b>	<b>[have] blurted out</b>	(S)
<b>break . . . in . . .</b> interrupt, speak before someone else has finished "Did he—" "Look at that dog!" she <i>broke in</i> .	<b>broke in</b>	<b>[have] broken in</b>	(S)
<b>break in on _____</b> interrupt (what someone else is saying or doing) It is not polite to <i>break in on</i> what another person is saying. He <i>broke in on</i> my studying.	<b>broke in on</b>	<b>[have] broken in on</b>	(NS)
<b>break . . . off . . .</b> end, stop before final decisions are reached, postpone The two young men started a conversation, but Dave <i>broke it off</i> to go to class.	<b>broke off</b>	<b>[have] broken off</b>	(S)
<b>butt in</b> interrupt, speak before someone else has finished, speak or act in someone else's affairs (informal) He <i>butted in</i> every time she tried to tell a story. Don't <i>butt in</i> when something does not concern you.	<b>butted in</b>	<b>[have] butted in</b>	(I)
<b>chime in</b> add something (usually in agreeing) to what has just been said When Jim started to describe an accident, Jane <i>chimed in</i> to give a few other details.	<b>chimed in</b>	<b>[have] chimed in</b>	(I)
<b>cry out</b> exclaim, speak or yell in pain or excitement George hit his finger with a hammer. "Ouch!" he <i>cried out</i> .	<b>cried out</b>	<b>[have] cried out</b>	(I)
<b>go on and on</b> continue (speaking or something else) for a long time The speaker tonight <i>went on and on</i> .	<b>went on and on</b>	<b>[have] gone on and on</b>	(I)
<b>shout . . . down . . .</b> shout so that someone else cannot be heard A crowd should listen to a speaker and should not <i>shout</i> him or her <i>down</i> .	<b>shouted down</b>	<b>[have] shouted down</b>	(S)
<b>speak about _____</b> talk concerning, mention (= <i>speak of</i> ) Helen and Tom were <i>speaking about</i> the football game.	<b>spoke about</b>	<b>[have] spoken about</b>	(NS)
<b>speak for _____</b> talk in favor of Mrs. Ray <i>spoke for</i> lower taxes on food.	<b>spoke for</b>	<b>[have] spoken for</b>	(NS)
<b>speak of _____</b> talk concerning, make mention of (= <i>speak about</i> ) Did anyone <i>speak of</i> the new history course?	<b>spoke of</b>	<b>[have] spoken of</b>	(NS)

INFINITIVE	PAST TENSE	PAST PARTICIPLE	
<b>spea<u>k</u> out</b> say publicly (frankly, boldly) what one believes Everyone was afraid to <i>spea<u>k</u> out</i> .	<b>spo<u>k</u>e out</b> what one believes	<b>[have] spo<u>k</u>en out</b>	(I)
<b>ta<u>l</u>k ba<u>ck</u> to _____</b> answer (especially in a disrespectful or contradictory manner) Some children <i>ta<u>l</u>k ba<u>ck</u> to</i> their parents.	<b>ta<u>l</u>k<u>e</u>d ba<u>ck</u> to</b>	<b>[have] ta<u>l</u>k<u>e</u>d ba<u>ck</u> to</b>	(NS)
<b>ta<u>l</u>k do<u>wn</u> to _____</b> talk to (another person) as an inferior The owner of the store sometimes <i>ta<u>l</u>k<u>e</u>d do<u>wn</u> to</i> the clerks.	<b>ta<u>l</u>k<u>e</u>d do<u>wn</u> to</b>	<b>[have] ta<u>l</u>k<u>e</u>d do<u>wn</u> to</b>	(NS)
<b>ta<u>l</u>k o<u>n</u> and o<u>n</u></b> talk for a long time I don't like people who <i>ta<u>l</u>k o<u>n</u> and o<u>n</u></i> about unimportant things.	<b>ta<u>l</u>k<u>e</u>d o<u>n</u> and o<u>n</u></b>	<b>[have] ta<u>l</u>k<u>e</u>d o<u>n</u> and o<u>n</u></b>	(I)
<b>ta<u>l</u>k . . . o<u>u</u>t of . . .</b> persuade (someone) not to do something (requires two objects) Edna <i>ta<u>l</u>k<u>e</u>d Jane o<u>u</u>t of</i> going to the dance.	<b>ta<u>l</u>k<u>e</u>d o<u>u</u>t of</b>	<b>[have] ta<u>l</u>k<u>e</u>d o<u>u</u>t of</b>	(S)
<b>ta<u>l</u>k . . . u<u>p</u> . . .</b> speak in favor of, praise, urge that (something be done) Some students were <i>ta<u>l</u>k<u>i</u>ng u<u>p</u></i> a trip to the game in Florida.	<b>ta<u>l</u>k<u>e</u>d u<u>p</u></b>	<b>[have] ta<u>l</u>k<u>e</u>d u<u>p</u></b>	(S)
<b>te<u>l</u>l . . . o<u>n</u> . . .</b> tell (someone) about a bad action of (someone else) (often takes two objects) Sally spilled some milk. Billy <i>te<u>l</u>l<u>e</u>d o<u>n</u></i> her. (Billy <i>te<u>l</u>l<u>e</u>d</i> his mother <i>o<u>n</u></i> her.)	<b>te<u>l</u>l<u>e</u>d o<u>n</u></b>	<b>[have] te<u>l</u>l<u>e</u>d o<u>n</u></b>	(S)
<b>th<u>i</u>nk of _____</b> remember, bring to one's mind Have you <i>th<u>o</u>ught of</i> that man's name yet?	<b>th<u>o</u>ught of</b>	<b>[have] th<u>o</u>ught of</b>	(NS)
<b>to<u>u</u>ch o<u>n</u> _____</b> mention, say a little about, discuss very briefly One speaker <i>to<u>u</u>ch<u>e</u>d o<u>n</u></i> the subject of women's rights.	<b>to<u>u</u>ch<u>e</u>d o<u>n</u></b>	<b>[have] to<u>u</u>ch<u>e</u>d o<u>n</u></b>	(NS)



## EXERCISES

### 1. Reading

Read "Speaking About Speaking" several times. Be ready to read it aloud with a partner, with one person as Helen and the other as Maria.

### 2. Answering Questions

Answer each question with a complete sentence. Use a correct form of the two- or three-word verb in parentheses. Refer to "Speaking About Speaking" whenever necessary.

EXAMPLE: What do you do if you say only a few words about something?  
 (touch on) You touch on it.

1. What do you do when you speak of a person? (speak about) \_\_\_\_\_  
 \_\_\_\_\_
2. What verb has the same meaning as *speak about*? (speak of) \_\_\_\_\_  
 \_\_\_\_\_
3. What do you do when you speak in favor of something? (speak for) \_\_\_\_\_  
 \_\_\_\_\_
4. If you answer someone in a not very respectful way, what do you do? (talk back to) \_\_\_\_\_  
 \_\_\_\_\_
5. If you speak to a person as inferior to you, what do you do? (talk down to) \_\_\_\_\_  
 \_\_\_\_\_
6. What is another verb that means "speak in favor of"? (talk up) \_\_\_\_\_  
 \_\_\_\_\_
7. What is another verb that has about the same meaning as *interrupt*? (break in) \_\_\_\_\_  
 \_\_\_\_\_
8. What does a person do who interrupts a conversation? (break in on \_\_\_\_\_) \_\_\_\_\_  
 \_\_\_\_\_
9. What does a person do who ends a conversation? (break ... off ...) \_\_\_\_\_  
 \_\_\_\_\_
10. What may you do if someone hurts or excites you? (cry out) \_\_\_\_\_  
 \_\_\_\_\_
11. What do you do when you say something very suddenly? (blurt ... out ...) \_\_\_\_\_  
 \_\_\_\_\_

12. What may an impolite crowd do while you are speaking? (shout . . . down . . .) \_\_\_\_\_  
\_\_\_\_\_
13. What are you doing when you say frankly and publicly what you believe? (speak out) \_\_\_\_\_  
\_\_\_\_\_
14. If you say a little about something, what do you do? (touch on \_\_\_\_\_) \_\_\_\_\_  
\_\_\_\_\_
15. When you remember or bring something new to your mind, what do you do? (think of \_\_\_\_\_) \_\_\_\_\_  
\_\_\_\_\_
16. If you tell your father that your little sister broke a dish, what do you do? (tell . . . on . . .) \_\_\_\_\_  
\_\_\_\_\_
17. When you and someone else talk for a long time, what do you do? (talk on and on) \_\_\_\_\_  
\_\_\_\_\_
18. If a conversation or something else continues for a long time, what does it do? (go on and on) \_\_\_\_\_  
\_\_\_\_\_

### 3. Using Verbs in Other Contexts

Choose the verb that better fits the meaning of the sentence.

1. At last night's lecture the speaker \_\_\_\_\_ solar energy for a long time. (spoke about, touched on)
2. While he was speaking, I \_\_\_\_\_ the ways people have wasted other kinds of energy. (thought of, told on)
3. Some impolite people in the audience did not like what the speaker said. They even tried to \_\_\_\_\_ him \_\_\_\_\_. (blurt out, shout down)
4. Other people, however, \_\_\_\_\_ his remarks by clapping. (broke in on, talked out of)
5. Some people thought that the speaker talked too long. It is true that he \_\_\_\_\_. (chimed in, talked on and on)
6. I admire and respect people who say what they believe. I myself am often afraid to \_\_\_\_\_. (cry out, speak out)
7. Some people, however, speak without thinking. They just \_\_\_\_\_ whatever occurs to them. (blurt out, talk out of)
8. Others speak to me as if I were only a child. I don't like people who \_\_\_\_\_ me like that. (talk back to, talk down to)
9. Last night's speaker also favored the use of some kinds of weeds to make fuel. In fact, he \_\_\_\_\_ that \_\_\_\_\_ very strongly. (spoke out, talk up)
10. Several of us discussed the speech afterward. We did not \_\_\_\_\_ until midnight. (break in, break off)

## OTHER MEANINGS OF TWO-WORD VERBS

Many two-word verbs have more than one meaning. Sometimes those meanings are very different. For example, earlier in this book you have seen *make . . . up . . .* used with different meanings in sentences similar to these:

- Tom *made up* an examination. (Chapter 1)
- Edna *made up* the beds. (Chapter 3)
- Tom *made up* ten meters in his race with Dave. (Chapter 12)
- The author *made up* an exciting story. (Chapter 13)

Also, some people *make up* their faces when they put on powder or other cosmetics. After a quarrel, people usually *make up*; that is, they become friendly again.

### 4. Figuring Out Other Meanings

In the first sentence in each pair below, the italicized verb has a meaning that was given earlier in this book. The second sentence uses the verb in a way that has not been explained. Guess what the verb in the second sentence means and write your answer.

EXAMPLE: A car *backed out* of the garage.  
 Mr. Jackson and Mr. Clay agreed on a price, but then Mr. Clay *backed out* and would not pay it.

*did not keep the agreement, broke his promise*

1. Dave's friends told him that they always *backed him up* in races.  
 Jim *backed* the car *up* to the door.  
 \_\_\_\_\_
2. She asked, "When will—" "I don't know," he *broke in*.  
 While the family was away, burglars *broke in* and stole a television set.  
 \_\_\_\_\_
3. The two men talked for a while, but then they *broke off* their discussion.  
 Henry *broke off* a small branch from a tree.  
 \_\_\_\_\_
4. Mr. Jackson *called for* the weekly meeting of the family.  
 The recipe in that cookbook *called for* two cups of flour for the cake.  
 \_\_\_\_\_
5. The weather *cooled off*. The temperature went down to 50° F.  
 The two boys became angry and started to fight, but they soon *cooled off*.  
 \_\_\_\_\_
6. The alarm clock *went off* at six o'clock.  
 The gun *went off* accidentally and made a hole in the wall.  
 \_\_\_\_\_



# 15. Thinking and Remembering

---

## Looking Back and Looking Forward

It was December 31, New Year's Eve. The five members of the Jackson family were *looking back on* the past year and *looking forward to* the next year.

"I sometimes *think over* what has been happening to us," George said. "It has *occurred to me* that I would not want to change very much of it."

"I agree," said Edna. "We all *put* our heads *together* and made some important decisions. We have all *attended to* our jobs. I'm glad that Tom did not *pass up* the chance to go to college, and Jane and Jim are *growing up* fast. They have even learned to *put* their clothes *away!*"

"I'm glad that the business is *holding up* well," Tom added. Then he laughed. "I'm also glad that finally I can *tell* the twins *apart* even when they dress alike and cut their hair alike."

Jim said seriously, "It's the rest of the world that scares me. When I *turn over* in my mind all the crime and all the selfishness, and when I hear all the bad news on television, I get worried."

"So do I," said Jane. "We keep *hearing about* the possibility of terrible wars. If nations could only *rule out* wars forever, everybody in the world could be happier and better fed."

"You are certainly right," their father said. "But we must *allow for* human weaknesses, which *bring about* most of the world's troubles. Maybe we are moving slowly in the right direction, however. When I *think back* to the old times I once studied in history, I remember how cruel many people were then, too."

"I don't know," said Edna. "If we don't *watch out*, somebody will *set off* a war that will *do away with* everything and everybody. But maybe we can *keep on putting off* such an awful event."

"We're all much too serious," George said. "This is New Year's Eve! Let's *cheer up* and help to *ring in* the best new year ever!"

## GLOSSARY

INFINITIVE	PAST TENSE	PAST PARTICIPLE	
<b>allow for</b> _____ consider, take into consideration, make adjustments because of All athletic teams must <i>allow for</i> the possibility of injuries.	<b>allowed for</b>	<b>[have] allowed for</b>	(NS)
<b>attend to</b> _____ take care of, pay attention to <i>Attend to</i> your business every day.	<b>attended to</b>	<b>[have] attended to</b>	(NS)
<b>bring . . . about . . .</b> cause to happen Modern medicine has <i>brought about</i> a longer average life span.	<b>brought about</b>	<b>[have] brought about</b>	(S)
<b>cheer up</b> (See Chapter 10)			
<b>do away with</b> _____ destroy, kill, eliminate, get rid of Medical research has almost <i>done away with</i> smallpox and polio.	<b>did away with</b>	<b>[have] done away with</b>	(NS)
<b>grow up</b> become mature, become an adult I wish those children would <i>grow up</i> .	<b>grew up</b>	<b>[have] grown up</b>	(I)
<b>hear about</b> _____ learn of, get news or information about How did you <i>hear about</i> the new medicine?	<b>heard about</b>	<b>[have] heard about</b>	(NS)
<b>hold up</b> continue in a satisfactory way (a business, some other endeavor, or a machine, etc.) The profits of the company are <i>holding up</i> well.	<b>held up</b>	<b>[have] held up</b>	(I)
<b>keep on</b> _____ (See Chapter 2)			
<b>look back on</b> _____ (See Chapter 6)			
<b>look forward to</b> _____ expect with pleasure, think about (future events) The Jacksons <i>look forward</i> hopefully <i>to</i> a time of world peace.	<b>looked forward to</b>	<b>[have] looked forward to</b>	(NS)
<b>occur to</b> _____ come to the mind of, suggest itself to (usually in the phrase <i>occurred</i> [or <i>occurs</i> ] <i>to</i> , followed by a clause starting with <i>that</i> ) It <i>occurred to</i> Tom that the twins' birthday was the next day.	<b>occurred to</b>	<b>[have] occurred to</b>	(NS)
<b>pass . . . up . . .</b> fail to do or take advantage of (something that seems good) "Don't <i>pass up</i> your chance to save a lot of money," the salesman urged.	<b>passed up</b>	<b>[have] passed up</b>	(S)
<b>put . . . away . . .</b> (See Chapter 2)			
<b>put . . . off . . .</b> (See Chapter 1)			
<b>put [heads] together</b> think about together, confer Let's <i>put</i> our heads <i>together</i> and decide what we should do next.	<b>put [heads] together</b>	<b>[have] put [heads] together</b>	(S)

INFINITIVE	PAST TENSE	PAST PARTICIPLE	
<b>ring . . . in . . .</b> ring bells to celebrate the coming of (In many places, bells are rung on New Year's Eve.) A group of students <i>rang in</i> the New Year at the church.	<b>rang in</b>	<b>[have] rung in</b>	(S)
<b>rule . . . out . . .</b> exclude, not permit Almost everyone hopes that wars can be <i>ruled out</i> forever.	<b>ruled out</b>	<b>[have] ruled out</b>	(S)
<b>set . . . off . . .</b> cause to start, explode (something) Only trained workers should <i>set off</i> dynamite or other explosives.	<b>set off</b>	<b>[have] set off</b>	(S)
<b>tell . . . apart . . .</b> identify either when both are present, distinguish one from another George cannot <i>tell</i> the two kittens <i>apart</i> .	<b>told apart</b>	<b>[have] told apart</b>	(S)
<b>think back</b> remember, think of past events George and Edna <i>thought back</i> to the early days of their business.	<b>thought back</b>	<b>[have] thought back</b>	(I)
<b>think . . . over . . .</b> think seriously about, think about again They <i>thought over</i> what they might have done differently.	<b>thought over</b>	<b>[have] thought over</b>	(S)
<b>turn . . . over . . .</b> look at from various angles (in one's mind), think about in various ways They <i>turned over</i> the possibilities for the future.	<b>turned over</b>	<b>[have] turned over</b>	(S)
<b>watch out</b> be careful (often as a warning in the form <i>Watch out</i> . <i>Look out</i> has the same meaning. <i>Look out [for]</i> has a similar meaning. It is used if the danger is very near: <i>Look out for</i> that truck!) If you drive today, <i>watch out</i> . The streets are wet and slippery.	<b>watched out</b>	<b>[have] watched out</b>	(I)

## EXERCISES

### 1. Reading

Read "Looking Back and Looking Forward" several times. If possible, read the conversation aloud with four other persons. Each may read what is said by George, Edna, Tom, Jim, or Jane.

### 2. Choosing the Right Verb

From each group of verbs choose the one that fits best in each sentence. Write the form that should be used.

**allow for   attend to   cheer up   grow up   hear about**

1. In school a good student \_\_\_\_\_ every assignment.
2. Edna was sad, but George asked her to \_\_\_\_\_ .
3. Have you \_\_\_\_\_ the newest cars?
4. My little sister \_\_\_\_\_ during the five years I was away.
5. When you buy cloth to make a skirt, you must \_\_\_\_\_ the cloth that will be wasted.

**pass up   hold up   look back on   look forward to   occur to**

6. It \_\_\_\_\_ me last night that Roy might be in danger.
7. She is \_\_\_\_\_ spending the holiday with her family next month.
8. This engine has \_\_\_\_\_ very well.
9. Sometime in the future you may \_\_\_\_\_ this year as a very happy one.
10. Yesterday Edna \_\_\_\_\_ a chance to work in a bakery.

**put away   put . . . together   put off   ring in   look out**

11. Let's \_\_\_\_\_ our heads \_\_\_\_\_ and solve the problem.
12. Children often do not \_\_\_\_\_ their toys \_\_\_\_\_ .
13. Some people \_\_\_\_\_ washing dishes until all of them are dirty.
14. As usual, the members of the church \_\_\_\_\_ the New Year at midnight on December 31.
15. \_\_\_\_\_ ! A car is coming!

**rule out   tell apart   think back   think over   turn over   watch out**

16. Fred sat there and \_\_\_\_\_ several possibilities \_\_\_\_\_ in his mind.
17. If you look very carefully at two peas, you can \_\_\_\_\_ them \_\_\_\_\_ .
18. \_\_\_\_\_ ! That gun is loaded!



19. Maybe you should go to school for one more year. Do not \_\_\_\_\_ that possibility.
20. Rachel drank her coffee and \_\_\_\_\_ on the events of the past month.
21. \_\_\_\_\_ it \_\_\_\_\_ carefully before you decide.

### 3. Answering Questions

Write a complete sentence to answer each of these questions. Use the correct form of the italicized verb. Your answers should tell what you believe. Other people may write different answers to some of the questions.

EXAMPLES: Do you sometimes *think back* to the earlier years of your life? Yes, I sometimes think back to the past.

Has it ever *occurred* to you that today is the tomorrow which you were afraid of? No, that has never occurred to me.

1. Are you usually sad when you *look back on* the past year? \_\_\_\_\_  
\_\_\_\_\_
2. Do you like to *look forward to* next year? \_\_\_\_\_  
\_\_\_\_\_
3. If you and someone else *put your heads together*, would you bump your heads? \_\_\_\_\_  
\_\_\_\_\_
4. Do you *attend to* your work carefully? \_\_\_\_\_  
\_\_\_\_\_
5. Firecrackers explode with a loud noise. Have you ever *set off* firecrackers? \_\_\_\_\_  
\_\_\_\_\_
6. When you see twins, can you usually *tell them apart*? \_\_\_\_\_  
\_\_\_\_\_
7. Do you believe that you have *grown up* yet? \_\_\_\_\_  
\_\_\_\_\_
8. When did you first *hear about* this English class? \_\_\_\_\_  
\_\_\_\_\_
9. Why are you studying English? What *brought about* your decision? \_\_\_\_\_  
\_\_\_\_\_
10. Did you *think it over* before you began taking English? \_\_\_\_\_  
\_\_\_\_\_
11. Have you ever *rung in* a new year? \_\_\_\_\_  
\_\_\_\_\_

12. Have you ever *passed up* a chance to make a great deal of money? \_\_\_\_\_  
 \_\_\_\_\_
13. Do you often *put off* your work? \_\_\_\_\_  
 \_\_\_\_\_
14. Do *Look out!* and *Watch out!* have similar meanings? \_\_\_\_\_  
 \_\_\_\_\_
15. Jane said that wars should be *ruled out* forever. Do you agree with her? \_\_\_\_\_  
 \_\_\_\_\_

### REVERSED PAIRS

Sometimes the two parts of two-word verbs appear in reverse order as one-word verbs. These usually have very different meanings.

For example, *hold . . . up . . .* (Chapter 6) means “to rob” and *hold up* (Chapter 15) may mean “continue in a satisfactory way.” But *uphold* often means “confirm” or “give moral or legal support to”: The Supreme Court *upheld* what the lower courts had decided.

Here are some of the other common verbs of this kind.

TWO-WORD VERB	COMMON MEANING AND EXAMPLE	ONE-WORD VERB	COMMON MEANING AND EXAMPLE
<b>come over</b>	come to one's home	<b>overcome</b>	conquer, win against (someone or something)
	“My friend is <i>coming over</i> soon,” she said.		George <i>overcame</i> a childhood disease.
<b>do over</b>	do again, repeat	<b>overdo</b>	do too much (of)
	Tom made a mistake and had to <i>do</i> the problem <i>over</i> .		Dave <i>overdid</i> his exercise and hurt some muscles.
<b>look over</b>	inspect, examine	<b>overlook</b>	fail to see, fail to pay attention to
	George was <i>looking over</i> a damaged mower.		Don't <i>overlook</i> the figures on page 26.
<b>run over</b>	drive across the top of	<b>overrun</b>	spread over (usually harmfully)
	The speeding driver <i>ran over</i> a dog.		The army <i>overran</i> most of the countryside.
<b>sell out</b>	sell all of	<b>outsell</b>	sell more than (someone), have more sold than (something)
	The store <i>sold out</i> its Christmas candy.		Each salesman likes to <i>outsell</i> the others. Potatoes <i>outsell</i> turnips.
<b>set in</b>	begin	<b>inset</b>	put in, fasten in
	Cold weather was <i>setting in</i> .		He <i>inset</i> small pieces of metal to make a pretty design.
<b>set up</b>	start, establish	<b>upset</b>	tip over, turn on the side or upside down
	They <i>set up</i> their shop on Vincent Street.		The wagon <i>upset</i> in the road.

TWO-WORD VERB

COMMON MEANING AND EXAMPLE

ONE-WORD VERB

COMMON MEANING AND EXAMPLE

**take over**

When George was away, Edna *took over* management of the business.

take charge of

**overtake**

Tom *overtook* Helen on the way to class.

catch up with

*Turn over* and *overturn*, however, mean the same thing, "to upset."

**4. Choosing the Right Verb**

Which verb from each group fits best in each sentence? Use the correct form.

**overdo overlook overrun overtake outsell**

1. Don't \_\_\_\_\_ the possibility that you have made a mistake.
2. Thousands of hungry insects \_\_\_\_\_ my garden last summer, eating most of my vegetables.
3. Dave started out ahead in the race, but Tom \_\_\_\_\_ him.
4. Sugar \_\_\_\_\_ salt in today's food stores.
5. Exercise is good, but don't \_\_\_\_\_ it.

**overcome overturn upset inset uphold**

6. Be careful not to \_\_\_\_\_ my flower pot.
7. You can make an attractive pattern if you \_\_\_\_\_ pieces of wood just below the surface.
8. Ray had only one hand, but he \_\_\_\_\_ this problem by using a metal hook skillfully.
9. Because the road was covered with ice, the car slid off and \_\_\_\_\_ .
10. When children argue, a parent must sometimes \_\_\_\_\_ the opinion of one of them.

**5. Making Up Original Sentences**

Make up an original sentence with each of the ten verbs listed in Exercise 4.

---



---



---



---



---



---



---



---



---



---

**6. Making Up an Original Conversation**

Read once more "Looking Back and Looking Forward." Think about a conversation that you and some of your friends might have on the last day of the year. Use at least eight of the two-word and three-word verbs in this chapter's glossary.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

# Cumulative Review

## REVIEW EXERCISES I

This is a review of some of the verbs in Chapters 1–5.

### 1. Using Objects of Separable Verbs

Here are some parts of sentences with S verbs. Where may each object shown in parentheses be placed? Remember that a pronoun such as *it* or *them* may only separate the two-word verb.

You may write the three possible answers or give them orally, as your teacher prefers.

EXAMPLE: Jim *checked over*. (his paper, it)

*Jim checked over his paper.*

*Jim checked his paper over.*

*Jim checked it over.*

1. Let's *check over*. (our papers, them)

---

---

---

2. He *crossed out*. (it, a wrong answer)

---

---

---

3. We *found out*. (it, the truth)

---

---

---

4. We should *look up*. (those articles, them)

---

---

---

5. I like to *put together*. (these, puzzles like this)

---

---

---

6. We *gave away*. (them, some food)

---

---

---

7. She *had on*. (some old shoes, them)

---

---

---

8. Jim didn't *hang up*. (his sweater, it)

---

---

---

9. I tried to *pick up*. (them, the dishes)

---

---

---

10. Have they *used up*? (all the soap, it)

---

---

---

11. She *left on*. (her gloves, them)

---

---

---

12. Please *try on*. (these shoes, them)

---

---

---

13. Dave *left out*. (one problem, it)

---

---

---

14. Please *shut off*. (the water, it)

---

---

---

15. Children quickly *wear out*. (their clothes, them)

---

---

---

16. Tom *asked out*. (her, Helen)

---

---

---

17. The committee *put off*. (it, the celebration)

---

---

---

18. Jane *washed out*. (some clothing, it)

---

---

---

19. Edna *wiped off*. (it, the counter)

---

---

---

20. She *left on*. (the radio, it)

---

---

---

## 2. Using “-ing” Forms

Write an original sentence using the *-ing* form of each verb. Include the words in parentheses also.

EXAMPLE: *go after* (some sandwiches)

*I am going after some sandwiches.*

1. look for \_\_\_\_ (the cat)  
\_\_\_\_\_
2. get up (I don't like)  
\_\_\_\_\_
3. put . . . away . . . (my books)  
\_\_\_\_\_
4. burn up (That building is)  
\_\_\_\_\_
5. boil over (The milk)  
\_\_\_\_\_
6. sew . . . up . . . (a hole in his pocket)  
\_\_\_\_\_
7. show off (enjoy)  
\_\_\_\_\_
8. hand . . . in . . . (her examination paper)  
\_\_\_\_\_
9. look at \_\_\_\_ (some paintings)  
\_\_\_\_\_
10. turn . . . on . . . (all the lights)  
\_\_\_\_\_
11. dust . . . off . . . (the furniture)  
\_\_\_\_\_
12. cloud up (The sky)  
\_\_\_\_\_
13. come over (soon)  
\_\_\_\_\_
14. wait for \_\_\_\_ (a bus)  
\_\_\_\_\_
15. read through \_\_\_\_ (several newspapers)  
\_\_\_\_\_



16. run out of \_\_\_\_\_ (time)

---

17. break . . . up . . . (The baby was)

---

18. sweep . . . out . . . (the shop)

---

19. live on \_\_\_\_\_ (bread and water)

---

20. get together (to discuss their problems)

---

### 3. Using Past Participles

Here are sentences with missing verbs. What is the past participle that should be used in each?

EXAMPLE: (find out) I have found out what was wrong.

1. (catch up with) They have \_\_\_\_\_ us.
2. (give up) She has \_\_\_\_\_ .
3. (go after) We had recently \_\_\_\_\_ some stamps.
4. (keep up with) Dave has \_\_\_\_\_ Pedro.
5. (make up) Helen has \_\_\_\_\_ the examination \_\_\_\_\_ .
6. (put in) Edna has \_\_\_\_\_ several potatoes \_\_\_\_\_ .
7. (read through) I have \_\_\_\_\_ the article.
8. (stand for) It must have \_\_\_\_\_ something else.
9. (tear up) A dog has \_\_\_\_\_ it \_\_\_\_\_ .
10. (come across) They have \_\_\_\_\_ some unusual families.
11. (get up) She has \_\_\_\_\_ early.
12. (hang up) They have \_\_\_\_\_ their clothing.
13. (let in) Edna had \_\_\_\_\_ the cat \_\_\_\_\_ a few minutes earlier.
14. (run down) The clock has \_\_\_\_\_ .
15. (see about) Edna had \_\_\_\_\_ the cat again.
16. (cut up) I have \_\_\_\_\_ it \_\_\_\_\_ .
17. (do without) They have \_\_\_\_\_ any food.
18. (eat up) The children have \_\_\_\_\_ all the ice cream.
19. (put off) The farmers have \_\_\_\_\_ buying their seed.

20. (leave on) They have \_\_\_\_\_ the lights \_\_\_\_\_ .
21. (lie down) She has \_\_\_\_\_ on the floor.
22. (sit down) He has \_\_\_\_\_ on the floor.
23. (blow up) The tank had \_\_\_\_\_ a few days before.
24. (grow out of) Jim has \_\_\_\_\_ his shirts.
25. (set in) Winter had \_\_\_\_\_ early that year.
26. (take up) The work had \_\_\_\_\_ two hours of her time.
27. (shut off) George has \_\_\_\_\_ the water.
28. (wear out) Jim has already \_\_\_\_\_ his coat.
29. (bring about) High prices have \_\_\_\_\_ some changes.
30. (show off) Dave has often \_\_\_\_\_ .

#### 4. Using Past Tenses

What is the past tense of each verb in Exercise 3? Leave out *have, has, or had* in each sentence. Make other changes if necessary. Write out the new sentence.

EXAMPLE: (find out) *I found out what was wrong.* \_\_\_\_\_

1. (catch up with) \_\_\_\_\_
2. (give up) \_\_\_\_\_
3. (go after) \_\_\_\_\_
4. (keep up with) \_\_\_\_\_
5. (make up) \_\_\_\_\_
6. (put in) \_\_\_\_\_
7. (read through) \_\_\_\_\_
8. (stand for) \_\_\_\_\_
9. (tear up) \_\_\_\_\_
10. (come across) \_\_\_\_\_
11. (get up) \_\_\_\_\_
12. (hang up) \_\_\_\_\_
13. (let in) \_\_\_\_\_
14. (run down) \_\_\_\_\_
15. (see about) \_\_\_\_\_
16. (cut up) \_\_\_\_\_
17. (do without) \_\_\_\_\_
18. (eat up) \_\_\_\_\_
19. (put off) \_\_\_\_\_

- 20. (leave on) \_\_\_\_\_
- 21. (lie down) \_\_\_\_\_
- 22. (sit down) \_\_\_\_\_
- 23. (blow up) \_\_\_\_\_
- 24. (grow out of) \_\_\_\_\_
- 25. (set in) \_\_\_\_\_
- 26. (take up) \_\_\_\_\_
- 27. (shut off) \_\_\_\_\_
- 28. (wear out) \_\_\_\_\_
- 29. (bring about) \_\_\_\_\_
- 30. (show off) \_\_\_\_\_

### REVIEW EXERCISES II

This is a review of some of the verbs in Chapters 6–10.

#### 1. Making Up "Yes-No" Questions

Change each of these sentences into a question that can be answered *yes* or *no*. Use the correct form of the italicized verb. The first word of the question is given.

EXAMPLE: Everyone *filled in* the blanks.

Did *everyone fill in the blanks?*

- 1. George's father *dropped out* of school. Did \_\_\_\_\_  
\_\_\_\_\_
- 2. George's father was sorry that he once *held up* people. Was \_\_\_\_\_  
\_\_\_\_\_
- 3. He *settled down* later. Did \_\_\_\_\_  
\_\_\_\_\_
- 4. He and his wife usually *pulled together*. Did \_\_\_\_\_  
\_\_\_\_\_
- 5. A person should not *go back on* a promise. Should \_\_\_\_\_  
\_\_\_\_\_
- 6. Police sometimes *line up* suspected criminals. Do \_\_\_\_\_  
\_\_\_\_\_
- 7. A young person must sometimes *look for* a job. Must \_\_\_\_\_  
\_\_\_\_\_

8. Criminals sometimes *get away*. Do \_\_\_\_\_  
\_\_\_\_\_
9. The old man's death was *drawing near*. Was \_\_\_\_\_  
\_\_\_\_\_
10. His wife has always *stood by* him. Has \_\_\_\_\_  
\_\_\_\_\_

## 2. Making Up "Wh-" Questions

Change each of these sentences to a *wh-* question. Use the correct form of the italicized verb. The first word of the question is given.

EXAMPLE: The day before Christmas the Jacksons *set out* for Hillsdale.

When did the Jacksons set out for Hillsdale?

1. Every Christmas they *headed out* toward Hillsdale. When \_\_\_\_\_  
\_\_\_\_\_
2. They *turned around* because they had forgotten a present. Why \_\_\_\_\_  
\_\_\_\_\_
3. Mrs. Jackson had *checked in* at the airport. Where \_\_\_\_\_  
\_\_\_\_\_
4. The plane had *taken off* an hour late. When \_\_\_\_\_  
\_\_\_\_\_
5. Edna *dined out* with her parents. Who \_\_\_\_\_  
\_\_\_\_\_
6. Edna *dined out* with her parents after she arrived. When \_\_\_\_\_  
\_\_\_\_\_
7. Edna *dined out* with her parents. With whom \_\_\_\_\_  
\_\_\_\_\_
8. A driver *ran off* the road because he was drunk. Why \_\_\_\_\_  
\_\_\_\_\_
9. He *ran over* a pile of sand. What \_\_\_\_\_  
\_\_\_\_\_
10. The Jacksons' right front tire *blew out*. Which \_\_\_\_\_  
\_\_\_\_\_

## 3. Using Intransitive Verbs

Make up an original sentence using the *-ing* form of each of these intransitive verbs.

EXAMPLE: (curl up) *The kitten is curling up on the bed.*

1. (sign up) \_\_\_\_\_
2. (work out) \_\_\_\_\_
3. (pair off) \_\_\_\_\_
4. (help out) \_\_\_\_\_
5. (warm up) \_\_\_\_\_
6. (slip away) \_\_\_\_\_

Make up an original sentence using the past tense of each of these intransitive verbs.

7. (hang back) \_\_\_\_\_
8. (take off) \_\_\_\_\_
9. (break down) \_\_\_\_\_
10. (cut across) \_\_\_\_\_
11. (bear down) \_\_\_\_\_
12. (sit down) \_\_\_\_\_
13. (go on) \_\_\_\_\_
14. (get back) \_\_\_\_\_
15. (go back) \_\_\_\_\_
16. (follow through) \_\_\_\_\_

Make up an original sentence using the past participle of each of the verbs listed in 7–16. Use topics that are different from those you wrote about above.

17. (hang back) \_\_\_\_\_
18. (take off) \_\_\_\_\_
19. (break down) \_\_\_\_\_
20. (cut across) \_\_\_\_\_
21. (bear down) \_\_\_\_\_
22. (sit down) \_\_\_\_\_
23. (go on) \_\_\_\_\_
24. (get back) \_\_\_\_\_
25. (go back) \_\_\_\_\_
26. (follow through) \_\_\_\_\_

#### 4. Varying Placement of Adverbs

Say or write each of the following sentences two times. Put the adverb in a different correct place each time.

1. (carefully) Helen looked for the mistake.

---

---

2. (happily) The old man looked back on his marriage.

---

---

3. (quickly) Jim jacked up the car.

---

---

4. (immediately) Edna put her coat on.

---

---

5. (carelessly) The driver plowed into a truck.

---

---

6. (slowly) Tom backed out.

---

---

7. (steadily) The noise went on.

---

---

8. (skillfully) George fixed the engine up.

---

---

9. (regularly) The Jacksons had saved up money.

---

---

10. (constantly) Prices were going up.

---

---

### 5. Using Negatives

Make each of the following sentences negative four times. Use each verb in parentheses with *not* or *n't*. Sometimes you will need to change the form of the two-word verb.

EXAMPLE: (did, may, have, are) They called off the game.

*They did not call off the game.*  
*They may not call off the game.*  
*They have not called off the game.*  
*They are not calling off the game.*

1. (could, may, have, are) We agreed on the terms.

---

---

---

---

2. (does, did, may, must) The business pays off.

---

---

---

---

3. (should, may, is, did) Mr. Jackson cheered up.

---

---

---

---

4. (could, would, may, has) Edna parted with her old dishes.

---

---

---

---

5. (do, did, may, are) Some people stick to their work.

---

---

---

---

6. (does, should, could, did) Mr. Jackson counted on help from his family.

---

---

---

---

7. (did, may, could, are) The Jacksons dined out often.

---

---

---

---

8. (would, could, must, have) The Jacksons signed up with a dishonest dealer.

---

---

---

---

9. (does, will, has, is) Helen passes out.

---

---

---

---

10. (did, does, is, has) She felt up to walking faster.

---

---

---

---

## 6. Using Imperatives

Here are some examples of imperative sentences, including some with *please* or negative words, and some in the form of questions.

Sit down. Please sit down. Do sit down. Sit down, please. Will you sit down. Don't sit down.  
Put your hat on. Put on your hat. Please put your hat on. Please put on your hat. Will you put on your hat. Will you please put on your hat. Please don't put on your hat.

What are three (or more) other ways in which each of these commands or requests may be said?

1. Cheer up. \_\_\_\_\_  
\_\_\_\_\_



Name \_\_\_\_\_ Section \_\_\_\_\_ Date \_\_\_\_\_

2. Pay off your debts. \_\_\_\_\_  
\_\_\_\_\_
3. Do the problem over. \_\_\_\_\_  
\_\_\_\_\_
4. Don't back out of the agreement. \_\_\_\_\_  
\_\_\_\_\_
5. Do not turn down my offer. \_\_\_\_\_  
\_\_\_\_\_
6. Turn around. \_\_\_\_\_  
\_\_\_\_\_
7. Get into the car. \_\_\_\_\_  
\_\_\_\_\_
8. Ring for the nurse. \_\_\_\_\_  
\_\_\_\_\_
9. Try out for the band, Joe. \_\_\_\_\_  
\_\_\_\_\_
10. Take your shoes off. \_\_\_\_\_  
\_\_\_\_\_

### REVIEW EXERCISES III

This is a review of some of the verbs in Chapters 11–15.

#### 1. Placing Objects

Where should each object be placed?

EXAMPLE:

Susan made up { several very exciting stories  
them  
some stories.

*Susan made up several very interesting stories.*  
*Susan made them up.*  
*Susan made some stories up.*  
*Susan made up some stories.*

1. Tom nosed out

{ all the other runners in the race  
them  
the other runners

---

---

---

---

2. George thought over

{ it  
his problem  
what he could do to make the shop larger

---

---

---

---

3. Edna handed out

{ them  
some gifts for the small children  
several gifts

---

---

---

---

4. Edna summed up

{ everybody's opinion  
what everyone in the room was thinking  
it

---

---

---

---

5. The Jacksons may put up \_\_\_\_\_ { a larger building than they now have  
a larger building  
it

---

---

---

---

**2. Using the Passive Voice**

Change each of these sentences to make the verb and the sentence form passive.

EXAMPLE: The Jacksons kept their expenses down as much as possible.

*Their expenses were kept down as much as possible.*

1. They marked their prices down. \_\_\_\_\_  
\_\_\_\_\_
2. They handed out free pencils. \_\_\_\_\_  
\_\_\_\_\_
3. We must count up all the pencils. \_\_\_\_\_  
\_\_\_\_\_
4. A team from Pennsylvania carried off the first prize. \_\_\_\_\_  
\_\_\_\_\_
5. The Pennsylvanians shut out our team for ten minutes. \_\_\_\_\_  
\_\_\_\_\_
6. Soldiers successfully fought off a few rebels. \_\_\_\_\_  
\_\_\_\_\_
7. Students using this book make up many original sentences. \_\_\_\_\_  
\_\_\_\_\_
8. Jim and Jane have written up a summary of the class discussion. \_\_\_\_\_  
\_\_\_\_\_
9. People in the audience blurted out some unpleasant remarks. \_\_\_\_\_  
\_\_\_\_\_
10. We must rule out the use of guns. \_\_\_\_\_  
\_\_\_\_\_

### 3. Using “-ing” Forms As Objects

Finish each of these sentences by adding any *-ing* word that makes sense. Add any other necessary words.

EXAMPLE: Edna planned on working late.

1. After graduating, I hope to engage in \_\_\_\_\_
2. We kept on \_\_\_\_\_
3. Did they feel like \_\_\_\_\_
4. They had planned on \_\_\_\_\_
5. The people in the audience went on \_\_\_\_\_
6. I have never succeeded in \_\_\_\_\_
7. Most people do not figure on \_\_\_\_\_
8. Please try to put up with my \_\_\_\_\_
9. Since no water was left, we had to do without \_\_\_\_\_ for almost a day.
10. It is not easy to face up to \_\_\_\_\_

### 4. Using Nouns Made from Two-Word Verbs

Review the nouns that have been made from two-word verbs (Chapter 12, page 127). Choose ten of them, and make up an original sentence with each.

---

---

---

---

---

---

---

---

---

---

---

---

# Answer Key

---

## CHAPTER 1

### 1. Reading

Oral work

### 2. Using Past Tenses and Past Participles

- |   |  |  |
|---|--|--|
| 1. caught up with<br>have caught up with                  | 6. gave up<br>has given up                               | 11. put off<br>have put off                                  |
| 2. checked over<br>has checked over                       | 7. went after<br>have gone after                         | 12. stood for<br>have stood for                              |
| 3. fell behind<br>has fallen behind                       | 8. handed their papers in<br>have handed their papers in | 13. tore the cloth up<br>has torn the cloth up               |
| 4. found out<br>has found out                             | 9. kept at<br>has kept at                                | 14. tried out their plan on<br>have tried out their plan on  |
| 5. got away from<br>has got ( <i>or</i> gotten) away from | 10. made up<br>has made up                               | 15. turned his assignment in<br>has turned his assignment in |

### 3. Substituting

- |                   |                     |  |
|-------------------|---------------------|--|
| 1. heading for    | 6. found out        | 11. falling behind   |
| 2. caught up with | 7. put in           | 12. put off  |
| 3. going after    | 8. look up          | 13. tore up  |
| 4. look for       | 9. read through     | 14. trying out (I've been <i>trying out</i><br>some new ideas on Maria.) |
| 5. checking over  | 10. keeping up with |  |

### 4. Substituting

- |                      |                   |               |
|----------------------|-------------------|---------------|
| 1. hand the paper in | 6. turned in      | 11. get along |
| 2. brush up on       | 7. cross them off | 12. keep at   |
| 3. figure out        | 8. put together   | 13. get away  |
| 4. stand for         | 9. give up        |               |
| 5. make up           | 10. pull through  |               |

## 5. Practicing Pronunciation

Oral work

## 6. Using Separable Verbs

1. Nina checks over each paper.  
Nina checks each paper over.  
Nina checks it over.
2. Hedda tore up several pages.  
Hedda tore several pages up.  
Hedda tore them up.
3. She figured them out.  
She figured the answers out.  
She figured out the answers.
4. Dave looked up an old magazine.  
Dave looked an old magazine up.  
Dave looked it up.
5. Tom made up a test on Tuesday.  
Tom made a test up on Tuesday.  
Tom made it up on Tuesday.
6. He had turned it in on Monday.  
He had turned his paper in on Monday.  
He had turned in his paper on Monday.
7. He made a list of assignments and crossed off the items one by one.  
He made a list of assignments and crossed the items off one by one.  
He made a list of assignments and crossed them off one by one.
8. Lee disliked studying, and he kept putting it off.  
Lee disliked studying, and he kept putting his history lesson off.  
Lee disliked studying, and he kept putting off his history lesson.
9. He handed in his paper late.  
He handed his paper in late.  
He handed it in late.
10. Tom put it together.  
Tom put a list together.  
Tom put together a list.

## 7. Making Up Original Sentences

Answers will vary.

# CHAPTER 2

## 1. Reading

Oral work

## 2. Substituting

- |                |                        |                      |
|----------------|------------------------|----------------------|
| 1. goes off    | 6. get up              | 11. goes in          |
| 2. turn it off | 7. keeps on            | 12. plugs in         |
| 3. gives up    | 8. sits up             | 13. used up          |
| 4. run down    | 9. stands up           | 14. pop up           |
| 5. turns on    | 10. puts a bathrobe on | 15. lets the cat out |

## 3. Substituting

1. have on (Jim asks Jane, "What in the world do you *have on*?")
2. wash out
3. hunt up
4. given away

5. get into
6. running out of
7. feel like (I don't *feel like* listening to another argument.)
8. put away
9. hang your clothes up
10. come across
11. let us in (You should *let us in* on whatever is funny.)
12. looking at
13. care for
14. sees about, lets it in
15. pick up
16. sets out

#### 4. Using Past Tense Forms

- |                       |                          |
|-----------------------|--------------------------|
| 3. gave up            | 11. went in              |
| 5. turned on          | 12. plugged in           |
| 7. kept on            | 15. let the cat out      |
| 8. sat up             | ...                      |
| 9. stood up           | 14. saw about, let it in |
| 10. put a bathrobe on | 15. picked up            |
|                       | 16. set out              |

#### 5. Using Past Participles

- |                           |                                   |
|---------------------------|-----------------------------------|
| 3. has given up           | 11. has gone in                   |
| 5. has turned on          | 12. has plugged in                |
| 7. has kept on            | 15. has let the cat out           |
| 8. has sat up             | ...                               |
| 9. has stood up           | 14. has seen about, has let it in |
| 10. has put a bathrobe on | 15. have picked up                |
|                           | 16. has set out                   |

#### 6. Making Up Pantomimes

Pantomime

#### 7. Answering Questions

- |  |                                       |
|--|---------------------------------------|
| 1. went off                            | 9. had on                             |
| 2. put on                              | 10. running out of                    |
| 3. sat up                              | 11. put away, put them away           |
| 4. plugged in, plugged it in           | 12. hang her clothes up, hang them up |
| 5. used up, used them up               | 13. care for, care for                |
| 6. pops up                             | 14. let the cat in, let it in         |
| 7. let the cat out, let it out         | 15. picked up, picked them up         |
| 8. wash her clothes out, wash them out |                                       |

#### 8. Making Up Original Sentences

Answers will vary.

## CHAPTER 3

### 1. Reading

Oral work

### 2. Answering Questions

1. turns on, turns it on
2. going on
3. cleans up, cleans it up
4. clears the table off, washes up, wipes off, rubs off, mops up
5. leaves the radio on, leaves it on
6. boiled over
7. air out
8. made them up, made up
9. hung up
10. plugged it up
11. opens the drain up, opens it up
12. straightens up
13. calls up
14. calls back
15. cut them off
16. sits down
17. makes out
18. eat everything up
19. stock up on
20. do without
21. dress up
22. tries them on
23. picks out, looks over
24. lie down, doze off
25. cuts up

### 3. Using Verbs with "Up"

Oral work

### 4. Using Verbs with "Off" and "Out"

Oral work

### 5. Making Up Pantomimes

Pantomime

### 6. Making Up Original Sentences

Answers will vary.

## CHAPTER 4

### 1. Reading

Oral work

### 2. Substituting

1. came back
2. clouding up, cooling off
3. coming up
4. warm up
5. set in
6. snow us in
7. clear off
8. put in
9. lived on
10. blew up
11. left out
12. kept up
13. talked about



### 3. Substituting

1. shut off
2. dry off
3. called for
4. talked about
5. worn out
6. grown out of
7. let down (Edna said, "Maybe I can *let down* the hem in my blue dress.")
8. part with
9. talking over
10. sewed up
11. took up
12. turn in

### 4. Using the "-Ing" Form

- |                                |                  |
|--------------------------------|------------------|
| 1. coming back                 | 6. talking about |
| 2. warming up                  | 7. sewing up     |
| 3. setting in                  | 8. looking at    |
| 4. living on                   | 9. turning off   |
| 5. keeping the conversation up | 10. turning in   |

### 5. Using Past Participles

1. blown up
2. come back
3. come up
4. dried off
5. grown out of
6. left out
7. let down

### 6. Trying Variations

Answers will vary.

### 7. Making Up Original Sentences

Answers will vary.

## CHAPTER 5

### 1. Reading

Oral work

### 2. Answering Questions

- |                |                  |
|----------------|------------------|
| 1. showed up   | 7. walked out on |
| 2. get along   | 8. put up with   |
| 3. came over   | 9. teamed up     |
| 4. drop in     | 10. ran across   |
| 5. bumped into | 11. look in on   |
| 6. made up     | 12. run into     |

### 3. Answering Questions

1. waiting on
2. ask her out
3. take her out
4. warm up to
5. stop by
6. get together
7. wait for
8. brought them up
9. called her up
10. turned it down
11. put it off

### 4. Asking "Yes-No" Questions

1. Are Tom and Pedro coming over?
2. Did Susan and Don make up?
3. Have Susan and Don made up?
4. Did Tom run into Susan?
5. Is Susan trying to show off?
6. Should we wait for our friends to come?
7. Can we get together for a picnic?
8. Does Maria call Susan up?
9. Have the friends put off the party?
10. Did Susan and Don turn us down?
11. Can nations, like people, make up when they disagree?
12. Should national leaders bring up new ideas for a peaceful world?
13. Can nations get along together?
14. Should nations team up to fight hunger and disease?
15. Must all of us put up with the "strange" customs and beliefs of other countries?

### 5. Asking "Wh-" Questions

1. When did Tom and Pedro show up at Helen and Maria's apartment?
2. How often do they show up there?
3. Where did Tom run into Susan?
4. Who ran into Susan?
5. Whom did Tom run into?
6. Whom was Susan waiting on?
7. When did the eight students get together for a picnic?
8. When are Susan and Don coming over?
9. Who may put off the party?
10. What may Don put off?
11. When did Susan and Don stop by?
12. Who else dropped in?
13. Why did they stop by?
14. How do Helen and Tom get along?
15. Why do Helen and Tom get along well?

### 6. Making Up Original Sentences

Answers will vary.

## CHAPTER 6

### 1. Reading

Oral work

### 2. Substituting

1. passed away
2. drifted off
3. sat up with
4. drawing near
5. faced up to
6. tried out for
7. dropped out of
8. fell in with
9. held up (*We held up people.*)
10. line up
11. called in
12. pick out
13. got away
14. let on
15. got out of

### 3. Substituting

1. go back
2. go back on
3. met with
4. let me off
5. looked for
6. fell for
7. settle down
8. stood by
9. hung back
10. look back on
11. pulled together
12. hold back
13. rang for

### 4. Pronouncing Three-Word Verbs

Answers will vary.

### 5. Using Three-Word Verbs

1. run out of
2. stock up on
3. gets out of
4. falls in with
5. dropped out of
6. tried out for
7. put up with
8. face up to
9. goes back on
10. look back on
11. catch up with
12. sitting up with

### 6. Completing Sentences

1. away
2. away
3. back
4. up
5. for
6. for
7. for
8. by
9. together
10. down
11. in
12. up
13. off
14. near
15. back
16. on
17. with
18. back
19. off
20. out

### 7. Making Up Original Sentences

Answers will vary.

# CHAPTER 7

## 1. Reading

Oral work

## 2. Answering Questions

1. The Jackson family got into their car and set out.
2. Tom headed out toward the highway.
3. The neighbors' dog saw them off.
4. He turned around because the twins had forgotten their present.
5. Jane got out after they got back to the house.
6. Yes, she got in again.
7. Tom backed out of the driveway.
8. No, she checked in early.
9. Yes, she got on without waiting long.
10. She got on the plane without waiting.
11. He husband sent her off with flowers.
12. He let down the wheels.
13. No, there wasn't any trouble when the plane headed into the unloading area.
14. She saw her father and mother when she got off the plane.
15. They dined out at a lovely restaurant.
16. A drunken driver cut in ahead of them.
17. Yes, he was weaving in and out.
18. Yes, he ran off the road.
19. No, he ran over a pile of sand and plowed into a parked truck.
20. Tom pulled over to see whether the driver was hurt.
21. A policeman came up after a few minutes.
22. Yes, he was afraid that it might break down.
23. No, the right front tire blew out.
24. Everybody piled out.
25. He jacked up the front end.
26. Tom took off the tire, and Jim put the spare tire on.
27. No, he had not figured on a blowout.
28. They pulled in an hour late.

## 3. Pronouncing Intransitive Verbs

Oral work

## 4. Using Intransitive Verbs

1. coming up, came up, come up, come up
2. get back, got back, got (or gotten) back
3. blew out, blow out, blown out
4. taking off, take off, took off, taken off
5. set out, setting out, set out, set out

## 5. Using Adverbs with Two-Word Verbs

(The adverb may be moved to any place marked by a caret ^.)

1. ^ The family ^ got in .
2. ^ A policeman ^ came up .
3. ^ We checked in at the hotel ^ .
4. ^ The drunken driver cut in ^ .
5. ^ Tom turned around ^ .
6. ^ The pilot let the wheels down ^ .  
^ The pilot ^ let down the wheels ^ .
7. ^ Tom took off his coat ^ .  
^ Tom ^ took his coat off ^ .
8. ^ Jim put the spare wheel on ^ .  
^ Jim ^ put on the spare wheel ^ .
9. ^ Jane turned down the invitation ^ .  
^ Jane ^ turned the invitation down ^ .
10. ^ Edna cleared the table off ^ .  
^ Edna ^ cleared off the table ^ .
11. ^ The driver ran over a pile of sand ^ .
12. ^ One woman ^ got ^ off the bus .
13. ^ The rider headed ^ into the water ^ .
14. ^ George ^ rang for the nurse ^ .
15. ^ Many people meet ^ with their lawyers ^ .
16. ^ George ^ sat up with his father .
17. ^ The old man looked ^ back on his married life ^ .
18. ^ Roy goes back ^ on his promise .
19. ^ Jack got ^ out of jail ^ .
20. ^ Susan faced up ^ to the new problems ^ .

## 6. Using Verbs with "Get"

- |                                   |                  |                  |
|-----------------------------------|------------------|------------------|
| 1. got in                         | 7. get away from | 13. gets ahead   |
| 2. got out                        | 8. get along     | 14. get ahead of |
| 3. got on                         | 9. get into      | 15. gets behind  |
| 4. got back                       | 10. get up       | 16. get through  |
| 5. got off                        | 11. got out of   | 17. get down     |
| 6. get together (or got together) | 12. got away     | 18. got over     |

## 7. Making Up an Original Composition

Answers will vary.

# CHAPTER 8

### 1. Reading

Oral work

### 2. Substituting

1. work out
2. slipping away
3. feel up to (Helen said, "I wouldn't *feel up to* doing this every day.")
4. worn myself out

- |                   |                    |
|-------------------|--------------------|
| 5. keep up        | 13. hold on        |
| 6. pass out       | 14. warming up     |
| 7. black out      | 15. go on          |
| 8. curl up        | 16. move on        |
| 9. sit down       | 17. cut out for    |
| 10. catch up with | 18. asks for       |
| 11. pointed out   | 19. follow up      |
| 12. cut across    | 20. follow through |

### 3. Using Negatives

1. Helen does not slip away from the others.  
Helen will not slip away from the others.  
Helen may not slip away from the others.  
Helen must not slip away from the others.
2. Helen and Maria cannot catch up with their friends.  
Helen and Maria should not catch up with their friends.  
Helen and Maria did not catch up with their friends.  
Helen and Maria ought not to catch up with their friends.
3. Helen did not curl up in the leaves.  
Helen has not curled up in the leaves.  
Helen should not curl up in the leaves.  
Helen might not curl up in the leaves.
4. Tom is not following through when he swings his tennis racket.  
Tom does not follow through when he swings his tennis racket.  
Tom must not follow through when he swings his tennis racket.  
Tom may not follow through when he swings his tennis racket.
5. Dave did not point out Tom's mistake.  
Dave will not point out Tom's mistake.  
Dave has not pointed out Tom's mistake.  
Dave ought not to point out Tom's mistake.
6. Maria does not sit down.  
Maria had not sat down.  
Maria is not sitting down.  
Maria must not sit down.
7. They do not go on.  
They have not gone on.  
They are not going on.  
They may not go on.
8. They did not cut across a farmer's pasture.  
They must not cut across a farmer's pasture.  
They should not cut across the farmer's pasture.  
They would not cut across a farmer's pasture.
9. Sigrid does not work out daily.  
Sigrid was not working out daily.  
Sigrid has not worked out daily.  
Sigrid should not work out daily.
10. Helen did not feel up to walking a long distance.  
Helen has not felt up to walking a long distance.  
Helen may not feel up to walking a long distance.  
Helen will not feel up to walking a long distance.

#### 4. Using Imperatives

1. Sit down.
2. Please sit down.
3. Sit down, please.
4. Get into the car.
5. Please get into the car.
6. Get into the car, please.
7. Will you stand up, please.
8. Will you please stand up.
9. Don't cut across the grass.
10. Please don't cut across the grass.
11. Slip away early, please.
12. Take off your hat.
13. Please take it off.
14. Take it off, please.
15. Will you please take your hat off.  
(or Will you please take off your hat.)

#### 5. Making Up Original Sentences

Answers will vary.

## CHAPTER 9

#### 1. Reading

Oral work

#### 2. Answering Questions

(Slight differences in answers are possible.)

1. He could fix it up.
2. They talked over the possibility of setting up their own business.
3. He planned on having his own business.
4. He would go into business much earlier.
5. They have paid them off.
6. They have saved up a little money.
7. It laid them off.
8. Sales slackened off.
9. He sent for George Jackson.
10. They had dropped off.
11. She promised to help out with the selling and the accounts.
12. No, building up a business is not often easy.
13. They inch along.
14. Yes, he believes that they can live on it.
15. He will tune them up.
16. They could take it over.
17. He wanted George to sign up at once.
18. He wanted to talk it over with his wife.
19. He might hold out for more rent.
20. He thought an agreement might be worked out.
21. She thought that they should sleep on it.

#### 3. Using Verbs in Other Contexts

- |             |               |                      |                 |
|-------------|---------------|----------------------|-----------------|
| 1. drop off | 5. Setting up | 9. help out          | 13. slacken off |
| 2. lays off | 6. sleep on   | 10. do the work over | 14. take over   |
| 3. live on  | 7. build up   | 11. send for         | 15. plan on     |
| 4. save up  | 8. work out   | 12. pay off          |                 |

#### 4. Using Long Objects with Separable Verbs

1. George could fix up old engines. (*or . . . fix old engines up*)  
George could fix them up.  
George could fix up an old engine that no one else could repair.
2. George and Edna talked it over.  
George and Edna talked over the possibility of starting a new business.  
George and Edna talked over one possibility. (*or . . . talked one possibility over*)
3. The Jacksons have paid off all the debts that they once owed.  
The Jacksons have paid them off.  
The Jacksons have paid off their debts. (*or . . . paid their debts off*)
4. Do you believe we could build up enough business? (*or . . . build enough business up*)  
Do you believe we could build up enough business to succeed?  
Do you believe we could built it up?
5. We could take it over.  
We could take over that building. (*or . . . take that building over*)  
We could take over that empty building on Main Street.
6. We could work out agreements satisfactory to all of us.  
We could work them out.  
We could work out satisfactory agreements. (*or . . . work satisfactory agreements out*)
7. The clown took them off.  
The clown took off five shirts. (*or . . . took five shirts off*)  
The clown took off all the shirts that he had on.
8. The clown put it on.  
The clown put on a colorful hat. (*or . . . put a colorful hat on*)  
The clown put on a red, green, and yellow straw hat.
9. Robbers held up the bank at the corner of Sixth and Main.  
Robbers held up a bank. (*or . . . held a bank up*)  
Robbers held it up.
10. Edna picked them out.  
Edna picked out two tomatoes. (*or . . . picked two tomatoes out*)  
Edna picked out the two largest tomatoes she could find.

#### 5. Trying Variations

1. Did George and Edna talk the matter over?  
George and Edna are talking the matter over.  
George and Edna may not talk the matter over.
2. The Jacksons are paying off all their debts.  
The Jacksons have paid off all their debts.  
The Jacksons cannot pay off all their debts.
3. The company may lay off thirty workers.  
The company has laid off thirty workers.  
Is the company laying off thirty workers?
4. Mr. Green sent for Mr. Jackson.  
Did Mr. Green send for Mr. Jackson?  
Why did Mr. Green send for Mr. Jackson?
5. The Jacksons may not take over an old building.  
The Jacksons have taken over an old building.  
Will the Jacksons take over an old building?
6. Has George met with the owner?  
George will meet with the owner.  
George met with the owner yesterday.



7. The owner was holding out for more rent.  
The owner may hold out for more rent.  
The owner has held out for more rent.
8. The Jacksons are sleeping on their decision.  
The Jacksons have slept on their decision.  
The Jacksons slept on their decision last night.
9. Will George tune up many small engines?  
George tuned up many small engines last month.  
George is tuning up many small engines.
10. The Jacksons will keep on trying.  
Will the Jacksons keep on trying?  
The Jacksons have kept on trying.

## 6. Making Up Original Sentences

Answers will vary.

# CHAPTER 10

## 1. Reading

Oral work

## 2. Choosing the Right Word

- |                     |                            |
|---------------------|----------------------------|
| 1. agreed on        | 16. lived up to            |
| 2. called off       | 17. filled in              |
| 3. back out of      | 18. paid money down        |
| 4. part with        | 19. went up                |
| 5. turn out         | 20. laid aside             |
| 6. run out of       | 21. cashed in              |
| 7. lived through    | 22. helped out             |
| 8. count on         | 23. live off               |
| 9. shopped around   | 24. cheer up               |
| 10. dealt with      | 25. stick to               |
| 11. checked up on   | 26. pay off                |
| 12. found out       | 27. sell out               |
| 13. making off with | 28. shut the business down |
| 14. turned down     | 29. pitch in               |
| 15. singled out     |                            |

## 3. Reading Aloud

Oral work

## 4. Using Passive Verbs

1. The amount of rent was agreed upon.
2. Other details were settled on.
3. Large profits cannot be counted on.
4. It cannot be called off now.
5. A large amount of money was made off with by one dealer.
6. One reliable company was singled out by the Jacksons.
7. Only the honest companies would be dealt with.
8. Many forms are filled in.

9. Some money is paid down on each purchase.
10. Some money had been laid aside.
11. Some bonds had been cashed in.
12. The business will never be sold out.
13. The business will never be shut down.
14. The building on Main Street has been taken over by the Jacksons.
15. Their business has been set up there.
16. Nine engines were tuned up by Mr. Jackson in one day.
17. The engines that they will sell have been picked out.
18. Many changes in their lives have been brought about by the new business.
19. A planned trip to Europe has been put off.
20. Much of their clothing has been worn out.

### 5. Using Two-Word Verbs with "Turn"

- |                         |                                    |
|-------------------------|------------------------------------|
| 1. turned around        | 7. turned the television on        |
| 2. turned up            | 8. turned it off                   |
| 3. turned it down       | 9. turn out                        |
| 4. turned his paper in  | 10. turned against                 |
| 5. turn in              | 11. turned into                    |
| 6. turn the matter over | 12. turn their small business into |

### 6. Making Up Original Sentences

Answers will vary.

## CHAPTER 11

### 1. Reading

Oral work

### 2. Choosing the Right Verb

- |                   |                   |
|-------------------|-------------------|
| 1. disposed of    | 14. close out     |
| 2. worked on      | 15. mark up       |
| 3. took in        | 16. buy out       |
| 4. paid out       | 17. bought out    |
| 5. did without    | 18. sold off      |
| 6. amount to      | 19. marked down   |
| 7. settle up      | 20. dealt in      |
| 8. Putting up     | 21. totaled up    |
| 9. hand out       | 22. sum up        |
| 10. take off      | 23. lived on      |
| 11. count out     | 24. carry on with |
| 12. sent away for | 25. send out for  |
| 13. added up to   |                   |

### 3. Using Two- and Three-Word Verbs

Answers will vary.

### 4. Using Two-Word Verbs with "Take"

- |                |                   |
|----------------|-------------------|
| 1. took off    | 5. took up        |
| 2. took off    | 6. take over      |
| 3. take you on | 7. take Helen out |
| 4. take in     |                   |

### 5. Using Two-Word Verbs with "Put"

- |                             |                |
|-----------------------------|----------------|
| 1. put aside                | 6. put on      |
| 2. put away                 | 7. put down    |
| 3. put their heads together | 8. put up with |
| 4. put off                  | 9. put in      |
| 5. putting up               |                |

### 6. Using Two-Word Verbs with "Keep"

1. keep up
2. keep up with
3. kept on
4. kept on with (*or* kept at)
5. keep their expenses down
6. keep at
7. keep up (*or* keep up with, keep at; *or past tense*: kept up, kept up with, kept at)

### 7. Making Up Original Sentences

Answers will vary.

## CHAPTER 12

### 1. Reading

Oral work

### 2. Substituting

- |                                    |                 |
|------------------------------------|-----------------|
| 1. cheered him on                  | 7. let up       |
| 2. show off                        | 8. hang on      |
| 3. got behind                      | 9. came through |
| 4. speeded up ( <i>or</i> sped up) | 10. beat out    |
| 5. caught up                       | 11. faced with  |
| 6. slowed down                     | 12. make up     |

13. push on
14. fight the other runners off
15. noses an opponent out
16. shut Dave out
17. laughed off
18. stand up for
19. turn against
20. back up
21. root for
22. stirring up
23. hold it against (Should you *hold* it *against* people . . .)
24. take on
25. speed up

### 3. Pronouncing

Oral work

### 4. Using Nouns Based on Two-Word Verbs

Answers will vary.

### 5. Forming Questions

1. Should we back up our team?
2. When did Tom beat out Dave in a race?
3. Who caught up with Dave in the last fifty meters?
4. Who carried off the victory?
5. Why did their friends cheer the runners on?
6. Do you usually try to come through with a victory?
7. Is everyone faced with difficulties in making good decisions?
8. Who must fight off troubles?
9. Is it true that all of us sometimes get behind?
10. Should we hold it against Dave if he loses again? (*or* Should we not hold . . .)
11. Can most people laugh off defeat?
12. What happens if a person lets up too soon?
13. How much distance did Tom make up?
14. Which horse nosed out Double Trouble and Old Harry?
15. When did the Giants pull far ahead?
16. Did the swimmers push on even when the waves began to get high?
17. Will students still root for the team?
18. Who showed off his speed?
19. Who did Helen usually side with?
20. Did both teams shut out their opponents?
21. Do drivers usually slow down on slick roads?
22. Who was speeding up and getting away?
23. What did my father always stand up for?
24. When did Edna stir up some new problems?
25. Who did Pedro and Fernando take on in a swimming contest?
26. Do most parents turn against a child who loses?

### 6. Making Up Original Sentences

Answers will vary.

# CHAPTER 13

## 1. Reading

Oral work

## 2. Substituting

- |   |                    |
|---|--------------------|
| 1. talk over  | 7. driving at      |
| 2. write up ( <i>Also possible: write out, write down</i> ) | 8. put down        |
| 3. came up  | 9. looked up       |
| 4. go about   | 10. write out      |
| 5. go into  | 11. thumb through  |
| 6. bring out  | 12. pick out       |
|   | 13. stumble across |

## 3. Substituting

- |                       |                   |
|-----------------------|-------------------|
| 1. sum up             | 8. read up on     |
| 2. dwell on           | 9. find out       |
| 3. write down         | 10. subscribes to |
| 4. became of          | 11. dipped into   |
| 5. came out           | 12. draw up       |
| 6. make up            | 13. play up       |
| 7. spun the story out | 14. turn out      |

## 4. Using Other Tenses

1. brought out, has brought out, may bring out
2. came out, has come out, should come out
3. came up, have come up, might come up
4. dwelled (*or dwelt*) on, has dwelled (*or dwelt*) on, did dwell on
5. found out, have found out, must find out
6. drew up, has drawn up, can draw up
7. went into, have gone into, do not go into
8. made up, has made up, may make up
9. put down, has put down, should put down
10. read up on, has read up on, will read up on
11. spun out, has spun out, could spin out
12. summed up, has summed up, will sum up
13. wrote down, has written down, should write down
14. wrote out, has written out, will write out
15. wrote up, have written up, must write up

## 5. Making Up Original Sentences

Answers will vary.

# CHAPTER 14

## 1. Reading

Oral work

## 2. Answering Questions

(Answers may vary slightly.)

1. You speak about the person.
2. *Speak of* has the same meaning.
3. You speak for it.
4. You talk back to the person.
5. You talk down to the person.
6. *Talk up* has that meaning.
7. *Break in* has about the same meaning.
8. He or she breaks in on the conversation.
9. He or she breaks it off.
10. You may cry out.
11. You blurt it out.
12. The crowd may shout you down.
13. You are speaking out.
14. You touch on it.
15. You think of it.
16. You tell on her.
17. You talk on and on.
18. It goes on and on.

## 3. Using Verbs in Other Contexts

1. spoke about
2. thought of
3. shout him down
4. broke in on
5. talked on and on
6. speak out
7. blurt out
8. talk down to
9. talked that up
10. break off

## 4. Figuring Out Other Meanings

(Answers will vary but should have these meanings.)

1. He moved the car backward.
2. Burglars came in by breaking a window, lock, or something else.
3. He took the branch off (probably with his hands).
4. The recipe said that we should use two cups of flour.
5. They became less angry and stopped fighting.
6. The gun discharged (fired, was shot).
7. Trouble will end (go away, disappear).
8. She wanted to keep the noises out (make the room more quiet).
9. Do you agree with that belief?
10. The flood destroyed the bridge (carried the bridge away).
11. They usually solve their problems.

## 5. Making Up Original Sentences

Answers will vary.

# CHAPTER 15

## 1. Reading

Oral work

## 2. Choosing the Right Verb

1. attends to
2. cheer up
3. heard about
4. grew up
5. allow for
6. occurred to
7. looking forward to
8. held up
9. look back on
10. passed up
11. put our heads together
12. put their toys away
13. put off
14. rang in
15. Look out
16. turned several possibilities over
17. tell them apart
18. Watch out
19. rule out
20. thought back
21. Think it over

## 3. Answering Questions

Answers will vary.

## 4. Choosing the Right Verb

1. overlook
2. overran
3. overtook
4. outsells
5. overdo
6. upset (*or* overturn)
7. inset
8. overcame
9. overturned (*or* upset)
10. uphold

## 5. Making Up Original Sentences

Answers will vary.

## 6. Making Up an Original Conversation

Answers will vary.

# CUMULATIVE REVIEW

## Review Exercises I

### 1. Using Objects of Separable Verbs

1. Let's check over our papers.  
Let's check our papers over.  
Let's check them over.
2. He crossed it out.  
He crossed a wrong answer out.  
He crossed out a wrong answer.
3. We found it out.  
We found the truth out.  
We found out the truth.
4. We should look up those articles.  
We should look those articles up.  
We should look them up.
5. I like to put these together.  
I like to put puzzles like this together.  
I like to put together puzzles like this.
6. We gave them away.  
We gave some food away.  
We gave away some food.
7. She had on some old shoes.  
She had some old shoes on.  
She had them on.
8. Jim didn't hang up his sweater.  
Jim didn't hang his sweater up.  
Jim didn't hang it up.
9. I tried to pick them up.  
I tried to pick the dishes up.  
I tried to pick up the dishes.
10. Have they used up all the soap?  
Have they used all the soap up?  
Have they used it up?
11. She left on her gloves.  
She left her gloves on.  
She left them on.
12. Please try on these shoes.  
Please try these shoes on.  
Please try them on.
13. Dave left out one problem.  
Dave left one problem out.  
Dave left it out.
14. Please shut off the water.  
Please shut the water off.  
Please shut it off.
15. Children quickly wear out their clothes.  
Children quickly wear their clothes out.  
Children quickly wear them out.
16. Tom asked her out.  
Tom asked Helen out.  
Tom asked out Helen.
17. The committee put it off.  
The committee put the celebration off.  
The committee put off the celebration.
18. Jane washed out some clothing.  
Jane washed some clothing out.  
Jane washed it out.
19. Edna wiped it off.  
Edna wiped the counter off.  
Edna wiped off the counter.
20. She left on the radio.  
She left the radio on.  
She left it on.

### 2. Using "-ing" Forms

(These are some possible sentences that could be written.)

1. She was looking for the cat.
2. I don't like getting up.
3. I am putting away my books.
4. That building is burning up.
5. The milk is boiling over.
6. He is sewing up a hole in his pocket.
7. They enjoy showing off.
8. She is handing in her examination paper.
9. They are looking at some paintings.
10. He was turning on all the lights.
11. She was dusting off the furniture.
12. The sky was clouding up.
13. He will be coming over soon.
14. She was waiting for a bus.
15. Mrs. Jackson was reading through several newspapers.
16. He was running out of time.
17. The baby was breaking the toys up.
18. Mr. Jackson was sweeping out the shop.
19. Jack was living on bread and water.
20. They are getting together to discuss their problems.



### 3. Using Past Participles

- |                            |                        |                   |
|----------------------------|------------------------|-------------------|
| 1. caught up with          | 11. got (or gotten) up | 21. lain down     |
| 2. given up                | 12. hung up            | 22. sat down      |
| 3. gone after              | 13. let the cat in     | 23. blown up      |
| 4. kept up with            | 14. run down           | 24. grown out of  |
| 5. made the examination up | 15. seen about         | 25. set in        |
| 6. put several potatoes in | 16. cut it up          | 26. taken up      |
| 7. read through            | 17. done without       | 27. shut off      |
| 8. stood for               | 18. eaten up           | 28. worn out      |
| 9. torn it up              | 19. put off            | 29. brought about |
| 10. come across            | 20. left the lights on | 30. shown off     |

### 4. Using Past Tenses

- |                            |                        |                   |
|----------------------------|------------------------|-------------------|
| 1. caught up with          | 11. got up             | 21. lay down      |
| 2. gave up                 | 12. hung up            | 22. sat down      |
| 3. went after              | 13. let the cat in     | 23. blew up       |
| 4. kept up with            | 14. ran down           | 24. grew out of   |
| 5. made the examination up | 15. saw about          | 25. set in        |
| 6. put several potatoes in | 16. cut it up          | 26. took up       |
| 7. read through            | 17. did without        | 27. shut off      |
| 8. stood for               | 18. ate up             | 28. wore out      |
| 9. tore it up              | 19. put off            | 29. brought about |
| 10. came across            | 20. left the lights on | 30. showed off    |

## Review Exercises II

### 1. Making Up "Yes-No" Questions

1. Did George's father drop out of school?
2. Was George's father sorry that he once held up people?
3. Did he settle down later?
4. Did he and his wife usually pull together?
5. Should a person go back on a promise?
6. Do police sometimes line up suspected criminals?
7. Must a young person sometimes look for a job?
8. Do criminals sometimes get away?
9. Was the old man's death drawing near?
10. Has his wife always stood by him?

### 2. Making Up "Wh-" Questions

- |   |   |
|---|---|
| 1. When did they head out toward Hillsdale? | 6. When did Edna dine out with her parents? |
| 2. Why did they turn around?                | 7. With whom did Edna dine out?             |
| 3. Where had Mrs. Jackson checked in?       | 8. Why did a driver run off the road?       |
| 4. When had the plane taken off?            | 9. What did he run over?                    |
| 5. Who dined out with her parents?          | 10. Which tire blew out?                    |

### 3. Using Intransitive Verbs

Answers will vary.

### 4. Varying Placement of Adverbs

(The adverb may be in any of the places marked by the caret ^ .)

1. ^ Helen ^ looked ^ for her mistake ^ .
2. ^ The old man ^ looked ^ back ^ on his marriage ^ .
3. ^ Jim ^ jacked up the car ^ .
4. ^ Edna ^ put her coat on ^ .
5. ^ The driver ^ plowed ^ into a truck ^ .
6. ^ Tom ^ backed ^ out ^ .
7. ^ The noise ^ went ^ on ^ .
8. ^ George ^ fixed the engine up ^ .
9. ^ The Jacksons ^ had ^ saved up money ^ .
10. ^ Prices ^ were ^ going up ^ .

### 5. Using Negatives

- |   |   |
|---|---|
| 1. We could not agree on the terms.<br>We may not agree on the terms.<br>We have not agreed on the terms.<br>We are not agreeing on the terms.                                    | 6. Mr. Jackson does not count on help from his family.<br>Mr. Jackson should not count on help from his family.<br>Mr. Jackson could not count on help from his family.<br>Mr. Jackson did not count on help from his family.               |
| 2. The business does not pay off.<br>The business did not pay off.<br>The business may not pay off.<br>The business must not pay off.   | 7. The Jacksons did not dine out often.<br>The Jacksons may not dine out often.<br>The Jacksons could not dine out often.<br>The Jacksons are not dining out often.   |
| 3. Mr. Jackson should not cheer up.<br>Mr. Jackson may not cheer up.<br>Mr. Jackson is not cheering up.<br>Mr. Jackson did not cheer up.  | 8. The Jacksons would not sign up with a dishonest dealer.<br>The Jacksons could not sign up with a dishonest dealer.<br>The Jacksons must not sign up with a dishonest dealer.<br>The Jacksons have not signed up with a dishonest dealer. |
| 4. Edna could not part with her old dishes.<br>Edna would not part with her old dishes.<br>Edna may not part with her old dishes.<br>Edna has not parted with her old dishes.     | 9. Helen does not pass out.<br>Helen will not pass out.<br>Helen has not passed out.<br>Helen is not passing out.   |
| 5. Some people do not stick to their work.<br>Some people did not stick to their work.<br>Some people may not stick to their work.<br>Some people are not sticking to their work. | 10. She did not feel up to walking faster.<br>She does not feel up to walking faster.<br>She is not feeling up to walking faster.<br>She has not felt up to walking faster.   |

### 6. Using Imperatives

(Here are three possible sentences for each command or request. Others may also be possible.)

1. Please cheer up. Do cheer up. Will you please cheer up.
2. Please pay off your debts. Pay your debts off. Do pay off your debts.
3. Please do the problem over. Will you do the problem over, please. Do over the problem.
4. Please don't back out of the agreement. Don't back out of the agreement, please. Do back out of the agreement.
5. Please do not turn down my offer. Do not turn my offer down. Do not turn down my offer, please.
6. Do turn around. Please turn around. Will you please turn around.
7. Do get into the car. Please get into the car. Get into the car, please.
8. Please ring for the nurse. Will you ring for the nurse. Do ring for the nurse.
9. Joe, please try out for the band. Do try out for the band, Joe. Will you please try out for the band, Joe.
10. Please take your shoes off. Take off your shoes. Do take your shoes off.

## Review Exercises III

### 1. Placing Objects

1. Tom nosed out all the other runners in the race.  
Tom nosed them out.  
Tom nosed the other runners out.  
Tom nosed out the other runners.
2. George thought it over.  
George thought his problem over.  
George thought over his problem.  
George thought over what he could do to make the shop larger.
3. Edna handed them out.  
Edna handed out some gifts for the small children.  
Edna handed out several gifts.  
Edna handed several gifts out.
4. Edna summed up everybody's opinion.  
Edna summed everybody's opinion up.  
Edna summed up what everybody in the room was thinking.  
Edna summed it up.
5. The Jacksons may put up a larger building than they now have.  
The Jacksons may put up a larger building.  
The Jacksons may put a larger building up.  
The Jacksons may put it up.

### 2. Using the Passive Voice

1. Their prices were marked down.
2. Free pencils were handed out.
3. All the pencils must be counted up.
4. The first prize was carried off by a team from Pennsylvania.
5. Our team was shut out for ten minutes by the Pennsylvanians.
6. A few rebels were successfully fought off by soldiers.
7. Many original sentences are made up by students using this book.
8. A summary of the class discussion has been written up by Jim and Jane.
9. Some unpleasant remarks were blurted out by people in the audience.
10. The use of guns must be ruled out.

### 3. Using "-ing" Forms As Objects

Answers will vary.

### 4. Using Nouns Made from Two-Word Verbs

Answers will vary.

# Verb Index

Page numbers refer to glossary entries or to other places where meanings are shown. Ellipses between the parts of a two-word verb show that a verb is separable; the object can be used in one place or the other. A blank line following a verb means that the verb is nonseparable; the object can be used only in that place.

- add up, 32  
add up to \_\_\_\_\_, 112  
agree on \_\_\_\_\_, 102  
air out, 28  
air . . . out . . . , 28, 34  
allow for \_\_\_\_\_, 148  
amount to \_\_\_\_\_, 112  
ask for \_\_\_\_\_, 80  
ask . . . for . . . , 80  
ask . . . out . . . , 48  
attend to \_\_\_\_\_, 148
- back out (go backward), 68, 145; (break a promise), 145  
back . . . out . . . , 68, 116, 145  
back out of \_\_\_\_\_, 102, 116  
back . . . up . . . (support), 122; (move backward), 145  
beat . . . out . . . , 122  
become of \_\_\_\_\_, 132  
black out, 80  
block . . . up . . . , 29, 32  
blow out, 68, 127  
blow up, 38  
blow . . . up . . . , 38  
blurt . . . out . . . , 140  
bog down, 90  
bog . . . down . . . , 90  
boil over, 28  
break down, 68, 127  
break in (interrupt), 116, 140, 145; (enter by breaking), 127, 145  
break in on \_\_\_\_\_, 116, 140  
break . . . off . . . , 140, 145  
break . . . up . . . , 32  
bring . . . about . . . , 148  
bring . . . out . . . , 132  
bring . . . up . . . , 48  
brush . . . off . . . , 33  
brush . . . out . . . , 34  
brush up on \_\_\_\_\_, 1, 6
- build up, 90  
build . . . up . . . , 90, 127  
bump into \_\_\_\_\_, 48  
burn . . . up . . . , 32  
burst in, 116  
burst in on \_\_\_\_\_, 116  
butt in, 140  
buy . . . out . . . , 112  
buy . . . up . . . , 112
- call back, 28  
call . . . back . . . , 28  
call for \_\_\_\_\_ (request), 38; (name as an ingredient), 145  
call . . . in . . . , 58  
call . . . off . . . , 102  
call up, 28, 32  
call . . . up . . . , 28, 32, 48  
care about \_\_\_\_\_, 18  
care for \_\_\_\_\_, 18  
carry . . . off . . . , 122  
carry on, 112, 116  
carry . . . on . . . , 112  
carry on with \_\_\_\_\_, 112, 116  
carry . . . over . . . , 112, 127  
cash . . . in . . . , 102  
catch on, 116  
catch on to \_\_\_\_\_, 116  
catch up, 116, 122  
catch up with \_\_\_\_\_, 1, 3, 6, 80, 116  
check in, 68  
check out, 116  
check out of \_\_\_\_\_, 116  
check . . . over . . . , 6  
check up on \_\_\_\_\_, 102  
cheer . . . on . . . , 122  
cheer up, 102, 148  
cheer . . . up . . . , 102  
chew . . . up . . . , 32  
chime in, 140  
chop . . . up . . . , 32
- clean . . . out . . . , 34  
clean up, 28, 32  
clean . . . up . . . , 28  
clear off, 38  
clear . . . off . . . , 28, 33  
climb up, 32  
clog . . . up . . . , 29, 32  
close . . . out . . . , 112  
cloud up, 38  
come across \_\_\_\_\_, 18  
come along, 116  
come along with \_\_\_\_\_, 116  
come back, 38, 58  
come in, 48  
come into \_\_\_\_\_, 112  
come out, 132  
come over, 48, 153  
come through, 122  
come up (come near), 38; (arrive), 68; (be mentioned), 132  
cool off (become less warm), 38; (become less angry), 145  
cool . . . off . . . , 98  
count on \_\_\_\_\_, 102  
count . . . out . . . , 112  
count . . . up . . . , 32  
cross . . . off . . . , 6  
cross . . . out . . . , 6  
cry out, 127, 140  
curl up, 80  
cut across, 80  
cut across \_\_\_\_\_, 80  
cut in, 68  
cut . . . off . . . , 28, 33  
cut out for \_\_\_\_\_, 80  
out . . . up . . . , 28, 32
- deal in \_\_\_\_\_, 112  
deal with \_\_\_\_\_, 102  
dine out, 68  
dip into \_\_\_\_\_, 132

dispose of \_\_\_\_\_, 112  
do away with \_\_\_\_\_, 148  
do ... over \_\_\_\_\_, 90, 153  
do without, 28, 112  
do without \_\_\_\_\_, 28  
doze off, 28, 33  
draw near, 58  
draw ... up \_\_\_\_\_, 132  
dress up, 28, 32  
dress ... up \_\_\_\_\_, 28  
drift off, 58  
drink ... up \_\_\_\_\_, 32  
drive at \_\_\_\_\_, 132  
drive back, 58  
drop in, 48, 116  
drop in on \_\_\_\_\_, 116  
drop off, 90, 127  
drop out, 116  
drop out of \_\_\_\_\_, 58, 116  
dry off, 38  
dry ... off \_\_\_\_\_, 38  
dust ... off \_\_\_\_\_, 33  
dwell on \_\_\_\_\_, 132

eat out, 68  
eat ... up \_\_\_\_\_, 29, 32

face up to \_\_\_\_\_, 58  
face ... with \_\_\_\_\_, 122  
fall behind, 6  
fall behind \_\_\_\_\_, 6  
fall for \_\_\_\_\_, 58  
fall in with \_\_\_\_\_, 58  
feel like \_\_\_\_\_, 18  
feel up to \_\_\_\_\_, 80  
fight ... off \_\_\_\_\_, 122  
figure on \_\_\_\_\_, 68  
figure ... out \_\_\_\_\_, 6, 112  
fill in, 102, 116  
fill ... in \_\_\_\_\_, 102  
fill in for \_\_\_\_\_, 116  
fill ... up \_\_\_\_\_, 32  
find ... out \_\_\_\_\_, 6, 48, 102, 132  
fix ... up \_\_\_\_\_, 90  
follow through, 80, 127  
follow ... through \_\_\_\_\_, 80  
follow ... up \_\_\_\_\_, 80

get ahead, 75, 117  
get ahead of \_\_\_\_\_, 75, 117  
get along (succeed fairly well), 3, 6; (live as friends), 48  
get away, 6, 58  
get back, 68  
get behind, 76, 122  
get by, 76  
get by \_\_\_\_\_, 76  
get down, 76  
get in, 68  
get into \_\_\_\_\_ (enter [a fight]), 18; (enter [a car, etc.]), 68  
get off, 69  
get off \_\_\_\_\_, 69  
get on, 69  
get on \_\_\_\_\_, 69  
get out, 69

get out of \_\_\_\_\_, 58, 69  
get over \_\_\_\_\_, 76  
get through, 76  
get through (with) \_\_\_\_\_, 76  
get together, 48, 127  
get up, 18, 38  
give ... away \_\_\_\_\_, 18  
give up, 3, 7  
give ... up ... (stop trying), 1, 7;  
(abandon), 18, 90, 112  
go about \_\_\_\_\_, 132  
go after \_\_\_\_\_, 3, 6  
go back, 58  
go back on \_\_\_\_\_, 58  
go in, 18  
go into \_\_\_\_\_ (enter [a business]), 90;  
(consider), 132  
go off (sound [as an alarm]), 18; (shoot,  
explode), 145  
go on (happen), 29; (continue), 80, 117  
go on and on, 140  
go on with \_\_\_\_\_, 117  
go up, 102  
grow out of \_\_\_\_\_, 38  
grow up, 148

hand ... in \_\_\_\_\_, 3, 7  
hand ... out \_\_\_\_\_, 113  
hang back, 58  
hang on, 122  
hang up, 18  
hang ... up \_\_\_\_\_, 18, 29  
happen on \_\_\_\_\_, 133  
have ... on \_\_\_\_\_, 18  
head for \_\_\_\_\_, 7  
head into \_\_\_\_\_, 69  
head ... into \_\_\_\_\_, 69  
head out, 69  
head ... out \_\_\_\_\_, 69  
hear about \_\_\_\_\_, 148  
help out, 90, 102  
help ... out \_\_\_\_\_, 90  
hold ... against \_\_\_\_\_, 122  
hold ... back \_\_\_\_\_, 59  
hold on (continue to try), 80; (grasp), 117  
hold on to \_\_\_\_\_, 117  
hold out for \_\_\_\_\_, 90  
hold up, 148  
hold ... up \_\_\_\_\_, 59  
hunt ... up \_\_\_\_\_, 18  
hurry back, 58

inch along, 90  
inch along \_\_\_\_\_, 90

jack ... up \_\_\_\_\_, 69

keep at \_\_\_\_\_, 7  
keep ... down \_\_\_\_\_, 113  
keep on, 19, 117  
keep on \_\_\_\_\_, 19, 38, 59, 148  
keep on with \_\_\_\_\_, 117  
keep up, 80, 117  
keep ... up \_\_\_\_\_, 38  
keep up with \_\_\_\_\_, 7, 80, 117  
knock ... out \_\_\_\_\_, 81, 127

laugh ... off \_\_\_\_\_, 122  
lay ... aside \_\_\_\_\_, 102  
lay ... off \_\_\_\_\_, 102, 127  
leave ... on \_\_\_\_\_, 29  
leave ... out \_\_\_\_\_, 38  
let ... down ... (a hem), 39; (cause to go down), 69  
let ... in \_\_\_\_\_, 19  
let ... in on \_\_\_\_\_, 19  
let ... off \_\_\_\_\_, 59  
let on \_\_\_\_\_, 59  
let ... out \_\_\_\_\_, 19  
let up, 123, 127  
lie down, 29  
line up, 59, 127  
live off \_\_\_\_\_, 102  
live on \_\_\_\_\_, 39, 90, 113  
live through \_\_\_\_\_, 103  
live up to \_\_\_\_\_, 103  
look at \_\_\_\_\_, 19, 39  
look back on \_\_\_\_\_, 59, 148  
look for \_\_\_\_\_, 3, 7, 59  
look forward to \_\_\_\_\_, 148  
look in on \_\_\_\_\_, 48  
look out, 117, 127  
look out for \_\_\_\_\_, 117  
look ... over \_\_\_\_\_, 29, 153  
look ... up \_\_\_\_\_, 7, 132

make off with \_\_\_\_\_, 103  
make ... out \_\_\_\_\_, 29  
make up, 48  
make ... up ... (take a missed test), 7;  
(straighten a bed), 29, 32; (gain), 123;  
(create), 132; (put on cosmetics), 145  
mark ... down \_\_\_\_\_, 113, 127  
mark ... up \_\_\_\_\_, 113, 127  
meet with \_\_\_\_\_, 59  
mix ... up \_\_\_\_\_, 127  
mop ... up \_\_\_\_\_, 29, 32  
move on, 81  
move up, 32

nose ... out \_\_\_\_\_, 123

occur to \_\_\_\_\_, 148  
open up, 29  
open ... up \_\_\_\_\_, 29

part with \_\_\_\_\_, 39, 103  
pass away (die), 59; (go), 146  
pass out, 81  
pass ... up \_\_\_\_\_, 148  
pay ... down \_\_\_\_\_, 103  
pay off (produce a profit), 103; (pay what is demanded), 127  
pay ... off ... (pay all that one owes), 90;  
(pay what is demanded), 127  
pay ... out \_\_\_\_\_, 113  
pick ... out ... (select, choose), 29, 34,  
132; (identify), 59  
pick ... up \_\_\_\_\_, 1, 19  
pile out, 69  
pitch in, 103  
plan on \_\_\_\_\_, 91  
play ... up \_\_\_\_\_, 132

plow into —, 69  
 plug . . . in . . . , 19  
 plug . . . up . . . , 29, 32  
 point . . . out . . . , 81  
 pop up, 19  
 pull ahead, 123  
 pull in, 69  
 pull over, 69  
 pull . . . over . . . , 69  
 pull through, 7  
 pull . . . through . . . , 7  
 pull together, 59  
 push on, 123  
 put . . . aside . . . , 102  
 put . . . away . . . , 19, 29, 119, 148  
 put . . . down . . . , 119, 133  
 put . . . in . . . , 7, 39, 103  
 put . . . off . . . , 7, 48, 119, 148  
 put . . . on . . . (place a garment on), 19,  
 119; (fasten in position), 69, 119  
 put . . . together . . . , 8  
 put (heads) together, 119, 148  
 put . . . up . . . (hang on rods, etc.), 29, 32;  
 (build), 113  
 put up with —, 48  
  
 read . . . through . . . , 8  
 read up on —, 133  
 ring for —, 59  
 ring . . . in . . . , 149  
 ring . . . up . . . , 28  
 rinse . . . off . . . , 33  
 rinse . . . out . . . , 34  
 root for —, 123  
 rub . . . off . . . , 30, 33  
 rule . . . out . . . , 149  
 run across —, 2, 49  
 run away, 117  
 run away from, 117  
 run down, 19  
 run into —, 49  
 run off —, 70  
 run out of —, 19, 103  
 run over —, 70, 153  
  
 save up, 91  
 save . . . up . . . , 91  
 see about —, 19  
 see . . . off . . . , 70  
 sell . . . off . . . , 113  
 sell out, 103, 127  
 sell . . . out . . . , 103, 153  
 send away for —, 113  
 send for —, 91  
 send . . . off . . . , 70  
 send . . . out for . . . , 113  
 send out for —, 113  
 set in, 39, 153  
 set . . . off . . . , 149  
 set out, 20, 70  
 settle down, 59  
 settle on —, 103  
 settle up, 113  
 set . . . up . . . , 91, 153

sew . . . up . . . , 39  
 shop around, 103  
 shout . . . down . . . , 140  
 show off, 49  
 show . . . off . . . , 49, 123  
 show up, 49  
 shut down, 103, 127  
 shut . . . down . . . , 103  
 shut . . . off . . . , 39  
 shut . . . out . . . (keep out), 30, 146;  
 (prevent from scoring), 123, 127  
 side with —, 123  
 sign up, 91  
 single . . . out . . . , 104  
 sit down, 30, 81  
 sit up, 20  
 sit up with —, 60  
 slack off, 91  
 slacken off, 91  
 sleep on —, 91, 104  
 slip away, 81  
 slow down, 123  
 slow up, 123  
 snow . . . in . . . , 39  
 speak about —, 140  
 speak for —, 140  
 speak of —, 140  
 speak out, 140  
 speed up, 123, 127  
 speed . . . up . . . , 123  
 spin . . . out . . . , 133  
 stand by —, 60, 127  
 stand for —, 1, 8  
 stand up, 20  
 stand up for —, 123  
 stick to —, 104  
 stir . . . up . . . , 123  
 stock up, 30  
 stock up on —, 30  
 stop by, 49  
 straighten up, 30, 32  
 straighten . . . up . . . , 30  
 stumble across (on, over, into) —, 133  
 subscribe to — (pay to receive [a  
 magazine or newspaper]), 133; (accept  
 [a belief, etc.]), 146  
 sum . . . up . . . , 113, 133  
 sweep . . . out . . . , 34  
  
 take . . . away . . . , 49  
 take . . . in . . . , 113  
 take off, 70, 118, 127  
 take . . . off . . . (remove), 70; (subtract  
 from), 113  
 take . . . on . . . , 118, 123  
 take . . . out . . . , 49  
 take . . . over . . . , 91, 154  
 take up, 117  
 take . . . up . . . , 39, 117  
 take up with —, 117  
 talk about —, 39  
 talk back, 117  
 talk back to —, 117, 141  
 talk down to —, 141  
 talk on and on, 141

talk . . . out of . . . , 141  
 talk . . . over . . . , 39, 91, 133  
 talk . . . up . . . , 141  
 team up, 49  
 tear . . . up . . . , 3, 8, 32  
 tell . . . apart . . . , 149  
 tell . . . on . . . , 141  
 think back, 117, 149  
 think back on —, 117  
 think of —, 141  
 think . . . over . . . , 149  
 thumb through —, 133  
 tie . . . up . . . , 32  
 total . . . up . . . , 113  
 touch on —, 141  
 try . . . on . . . , 30  
 try out for —, 60  
 try . . . out on . . . , 3, 8  
 tune in, 30  
 tune . . . in . . . , 30  
 tune . . . up . . . , 91, 127  
 turn against —, 108, 124  
 turn around, 70  
 turn . . . around . . . , 70  
 turn . . . down . . . , 49, 104  
 turn in, 39  
 turn . . . in . . . , 8  
 turn into —, 108  
 turn . . . into . . . , 108  
 turn . . . off . . . , 20, 39  
 turn . . . on . . . , 20  
 turn out, 104, 133  
 turn . . . over . . . , 108, 149  
 turn up, 109  
  
 use . . . up . . . , 20  
  
 wait for —, 49  
 wait on —, 49  
 walk out on —, 49  
 warm up (become warm), 39; (exercise),  
 81; (become friendly), 117  
 warm . . . up . . . , 39  
 warm up to —, 49, 117  
 wash . . . off . . . , 33  
 wash . . . out . . . (launder, rinse), 20, 30,  
 34; (remove by flooding), 146  
 wash . . . up . . . , 30, 32  
 watch out, 117, 149  
 watch out for —, 117  
 wear out, 40, 81  
 wear . . . out . . . , 40, 81  
 weave in and out, 70  
 wipe . . . off . . . , 30, 33  
 wipe . . . out . . . , 34  
 work on —, 113  
 work out (exercise), 81; (develop  
 satisfactorily), 91  
 work . . . out . . . (exercise), 81; (develop  
 satisfactorily), 91; (solve), 146  
 work . . . up . . . , 91  
 write . . . down . . . , 133  
 write . . . off . . . , 113  
 write . . . out . . . , 133  
 write . . . up . . . , 32, 127, 133



## TWO-WORD VERBS IN ENGLISH

J.N. Hook

From *add up* to *write down*, from *break in on* to *watch out for*, this practical book will help students understand and use over 400 of the most common two- and three-word verbs in English. Fifteen brief stories about the everyday activities of one American family provide a context for the new verbs.

### Features

- Verbs relate to school, home, travel, physical activity, business.
- A Glossary after each story defines the new verbs.
- Extensive activities give practice in different contexts.
- A cumulative review section tests retention.
- Perforated pages made collection easy.

Heinle & Heinle is part of the Thomson Learning family of companies — dedicated to providing innovative approaches to lifelong learning.

Visit Heinle & Heinle online at  
[www.heinle.com](http://www.heinle.com)

For your lifelong learning needs:  
[www.thomsonlearning.com](http://www.thomsonlearning.com)

