

## MEETING 4

### PHRASAL VERB

#### A. Learning Objectives

In the end of this lesson, the students are able to:

- Identify the phrasal verb
- Create sentences by using phrasal verb

#### B. Material Description

Phrasal verbs are phrases that indicate actions. They are generally used in spoken English and informal texts. Examples of such verbs include: *turn down*, *come across* and *run into*.

Phrasal verb is a verb that combined with an adverb or preposition. Many phrasal verbs gave more one meaning. Sometimes the meaning of phrasal verb is very similar to the base verbs, and the adverb just emphasizes the meaning of the base verb.

Phrasal verb is a verb like *pick up*, *turn on* or *get on with*. These verbs consist of a **basic verb + another word or words**. The two or three words that make up a phrasal verb form a short "phrase" - which is why we call them "phrasal verbs". But a phrasal verb is still a verb. **Look** is a verb. **Look up** is also a verb - a **different** verb. They do not have the same meaning, and they behave differently grammatically. You should treat each phrasal verb as a separate verb, and learn it like any other verb. Look at these examples. You can see that there are three types of phrasal verb formed from a single-word verb:

Phrasal verbs consist of a verb and a preposition or an adverb:

Verb	Preposition/adverb
get	Up
go	Through
write	Down
take	After

Sometimes phrasal verbs consist of three elements:

Verb	Preposition / adverb 1	Preposition / adverb 2
look	Forward	to
put	Up	with
sit	In	for

When added to the verb the preposition or adverb may change completely the meaning of the verb. Here are some examples:

Phrasal verb	Meaning	Example
look for	search/seek	He is looking for his keys
look up to	have a great deal of respect for a person	His father is his model. He is the person he looks up to.
look forward to	await eagerly/anticipate with pleasure	She is looking forward to visiting Paris.
look up	to try to find a piece of information by looking in a book or on a computer:	She didn't understand the word. So she looked it up in her dictionary

**a. These phrasal verbs can be transitive and intransitive:**

- Transitive

The same meaning of transitive and intransitive applies to phrasal verbs in the same way as it does to normal verbs. A transitive phrasal verb takes an object. For example: *Hang up your jacket.*

When a phrasal verb is transitive, it's possible to put the object between the verb and the adverb/preposition, or put it afterwards. There is no difference in meaning. For example: *Take off your jacket* or *Take your jacket off.*

- Intransitive  
Intransitive phrasal verbs are easier to use because there is no object to worry about. Here are some examples of intransitive phrasal verbs:

- The plane took off and landed on time. (left the ground)
- Where did you grow up? – In a small town just outside this city. (live your childhood)
- This car is terrible. It breaks down all the time! (stops working)
- You're doing really well, so carry on like this. (continue)
- He started a university course but dropped out after one year. (left/stop participating)
- My colleague and I get on really well. (have a good relationship)
- Pete and Sue had an argument but they've made up now. (reconcile)
- Did you get the tickets? No, they'd sold out. (sell all those available)

Now you know more about transitive and intransitive verbs, start paying attention to them when you study. When you meet a new phrasal verb, make a note of whether it's transitive or intransitive so you know if you can separate the verb or not. And make your own examples too to help you remember them more easily.

Look at these examples of transitive and intransitive!

		Meaning	example sentence	
				direct object
transitive	<b>put off</b>	Postpone	We will have to <b>put off</b>	the meeting.

	<b>turn down</b>	Refuse	They <b>turned down</b>	my offer.
intransitive	<b>get up</b>	rise from bed	I don't like to <b>get up</b> .	
	<b>break down</b>	stop working	He was late because his car <b>broke down</b> .	

### b. The meaning of phrasal verbs

Sometimes, it is difficult to understand the meaning of phrasal verbs. Before looking them up in a dictionary, it would be helpful to use the context to understand them.

Literal meaning

Some phrasal verbs have a literal meaning. They can be easily understood.

- She opened the door and *looked outside*.
- She was *walking across* the street when she heard the sound of an explosion.

Idiomatic meaning

Phrasal verbs can also have a figurative or idiomatic meaning which makes them difficult to understand.

- Can you *put me up* for tonight?  
The phrasal verb '*put up*' here does not mean to build (as in *putting a fence up*). It has, however, an idiomatic/figurative meaning. It means to let someone stay in your house.

### c. Separable or inseparable?

1. Sometimes, the preposition/adverb is placed either after the verb or after the \object.

Examples:

- \* Mary ***made up*** a really entertaining story.

2. If the object is a pronoun, however, the preposition/adverb has to be placed after the

pronoun (object).

Examples:

- She **made** it **up**.
- **Put** it **down**.

3. Some phrasal verbs are always inseparable.

Example:

- I **came across** some old photos in a drawer.

NOT

- I ~~came~~ some old photos ~~across~~ in a drawer.

## C. Exercises

### I. Complete the sentences.

passed away, do without, look forward to, called off, made up, carried away, break out, run out, put up with, keep up.

1. Don't smoke in the forest. Fires \_\_\_\_\_ easily at this time of the year.
2. I \_\_\_\_\_ seeing my friends again.
3. I'm afraid; we have \_\_\_\_\_ of apple juice. Will an orange juice do?
4. Your website has helped me a lot to \_\_\_\_\_ the good work.
5. A friend of mine has \_\_\_\_\_ her wedding.
6. His mother can't \_\_\_\_\_ his terrible behavior anymore.
7. As an excuse for being late, she \_\_\_\_\_ a whole story.
8. I got \_\_\_\_\_ by his enthusiasm.
9. I just cannot \_\_\_\_\_ my mobile. I always keep it with me.
10. she was very sad because her father \_\_\_\_\_ last week.

### II. Complete the phrasal verbs with the correct particles (*for, in, down, On, off, up, away*).

1. I don't know where my book is. I must look \_\_\_\_\_ it.
2. Fill \_\_\_\_\_ the form, please.
3. The music is too loud. Could you turn \_\_\_\_\_ the volume, please?
4. Quick, get \_\_\_\_\_ the bus or you'll have to walk home.
5. Turn \_\_\_\_\_ the lights when you go to bed.
6. Do you mind if I switch \_\_\_\_\_ the TV? I'd like to watch the news.
7. The dinner was ruined. I had to throw it \_\_\_\_\_.
8. When you enter the house, take \_\_\_\_\_ your shoes and put \_\_\_\_\_ your slippers.
9. If you don't know this word, you can look it \_\_\_\_\_ in a dictionary.

### III. Complete the phrasal verbs according to their meanings in brackets (*get o, hurry up, take off, look after, try on, sit down, find out, fill in, look up, put out*).

1. \_\_\_\_\_ your shoes. (Remove)
2. Somebody has to \_\_\_\_\_ the baby. (Take care of)

3. She wants to \_\_\_\_\_ the truth? (Discover)
4. Where can I \_\_\_\_\_! the sweater? (See if it fits)
5. \_\_\_\_\_. (Be quick)
6. Why don't you \_\_\_\_\_? (Take a seat)
7. I will \_\_\_\_\_ the train now. (Enter)
8. \_\_\_\_\_ the word in a dictionary. (Consult a dictionary)
9. I want to \_\_\_\_\_ the form. (Complete)
10. The firemen \_\_\_\_\_ the fire. (Extinguish)

#### IV. Fill the gaps to complete the phrasal verb each sentence.

1. We went round the campus and up \_\_\_\_\_ all the rubbish
2. I don't think they ever \_\_\_\_\_ out how the man escaped
3. This milk smells horrible. I think it has \_\_\_\_\_ off
4. Do you think they'll \_\_\_\_\_ through the exam next week?
5. They had a bad relationship at first, but she \_\_\_\_\_ on very well with him now
6. The prize has \_\_\_\_\_ up three times this year
7. I agreed to \_\_\_\_\_ after my sister's eat when she goes to France
8. We can \_\_\_\_\_ on until the teacher tells us to stop
9. Why didn't your alarm clock \_\_\_\_\_ off this morning?
10. I'm afraid this photocopier has \_\_\_\_\_ out of paper, but you can the other one in my office

#### V. Reading Comprehension:

##### STEVE JOBS BIOGRAPHY

**Steve Jobs**, the American businessman and technology visionary who is best known as the co-founder, chairman, and chief executive officer of *Apple Inc*, was born on February 24, 1955. His parents were two University of Wisconsin graduate students, Joanne Carole Schieble and Syrian-born Abdul fattah Jandali. They were both unmarried at the time. Jandali, who was teaching in Wisconsin when Steve was born, said he had no choice but to put the baby up for adoption because his girlfriend's family objected to their relationship.

The baby was adopted at birth by Paul Reinhold Jobs (1922–1993) and Clara Jobs (1924–1986). Later, when asked about his "adoptive parents," Jobs replied emphatically that Paul and Clara Jobs "were my parents." He stated in his authorized biography that they "were my parents 1,000%." Unknown to him, his biological parents

would subsequently marry (December 1955), have a second child, novelist Mona Simpson, in 1957, and divorce in 1962.

The Jobs family moved from San Francisco to Mountain View, California when Steve was five years old. The parents later adopted a daughter, Patti. Paul was a machinist for a company that made lasers, and taught his son rudimentary electronics and how to work with his hands. The father showed Steve how to work on electronics in the family garage, demonstrating to his son how to take apart and rebuild electronics such as radios and televisions. As a result, Steve became interested in and developed a hobby of technical tinkering. Clara was an accountant who taught him to read before he went to school.

Jobs' youth was riddled with frustrations over formal schooling. At Monta Loma Elementary school in Mountain View, he was a prankster whose fourth-grade teacher needed to bribe him to study. Jobs tested so well, however, that administrators wanted to skip him ahead to high school—a proposal his parents declined. Jobs then attended Cupertino Junior High and Homestead High School in Cupertino, California. During the following years Jobs met Bill Fernandez and *Steve Wozniak*, a computer whiz kid.

Following high school graduation in 1972, Jobs enrolled at Reed College in Portland, Oregon. Reed was an expensive college which Paul and Clara could ill afford. They were spending much of their life savings on their son's higher education. Jobs dropped out of college after six months and spent the next 18 months dropping in on creative classes, including a course on calligraphy. He continued auditing classes at Reed while sleeping on the floor in friends' dorm rooms, returning Coke bottles for food money, and getting weekly free meals at the local *Hare Krishna* temple.

In 1976, Wozniak invented the *Apple I* computer. Jobs, Wozniak, and Ronald Wayne, an electronics industry worker, founded Apple computer in the garage of Jobs's parents in order to sell it. They received funding from a then-semi-retired Intel product-marketing manager and engineer Mike Markkula.

Through Apple, Jobs was widely recognized as a charismatic pioneer of the personal computer revolution and for his influential career in the computer and consumer electronics fields. Jobs also co-founded and served as chief executive of *Pixar Animation Studios*; he became a member of the board of directors of *The Walt Disney Company* in 2006, when Disney acquired Pixar.

Jobs died at his California home around 3 p.m. on October 5, 2011, due to complications from a relapse of his previously treated pancreatic cancer.

**Comprehension:**

1. T / F Steve Jobs never knew who his real parents were.
2. T / F His adoptive parents were rich.
3. T / F Jobs was a university graduate.

**Find out the phrasal verb from the text above.**

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**D. References**

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