

The Users' Manual for the Spoken and Academic Writing Phrasal Verb Pedagogical List (The S&AW PHaVE List)

(Note: This manual is modelled on Garnier and Schmitt's Users' Manual for the PHaVE list)

What is the S&AW PHaVE List?

The S&AW PHaVE List is a listing of the most common meanings of the most frequently used phrasal verbs in spoken and academic written English. It is compiled as a reference source for ESL/EFL learners and teachers. It is similar to Garnier and Schmitt's (2015) PHaVE List in format but differs in that while the PHaVE List provides the most common meanings of the most frequently used PVs in general English (i.e., across registers), this list presents the most common meanings of the PVs in the speaking and the academic writing registers respectively. For the sake of the user's convenience, the list appears in two formats: one with the PVs listed in the order of their frequency and the other with the PVs listed in alphabetic order.

What are the rationales for the development of the list?

It is well known that phrasal verbs are very common in English and many of them have multiple meanings (Garnier & Schmitt, 2015; Liu 2011). Furthermore, as shown in our study, the most common meanings of an overwhelming majority of the PVs vary significantly across registers both in ranking order and/or percentages. The following example involving the PV **break up** helps illustrate this variation.

Major meanings and their percentages in speaking

Sense 1: End or cause STH to end or fail, esp. relationships (76.8%)

Ex: Karen's marriage **broke up**.

Sense 2: Divide into smaller parts or component (20%)

Ex: They wanted to **break up** the large percentage of poor people and move them to different places.

Major meanings and their percentages in academic writing

Sense 2: Divide into smaller parts or components (53.8%)

Ex: They decided to **break up** the tests across different times.

Sense 1: End or cause STH to end or fail, esp. relationships (45.8%)

Ex: The teacher had to **break up** the fight.

Given the above facts, the rationales for the S&AW PHaVE List are twofold. First, as Garnier and Schmitt (2015) points out, the very large number of phrasal verbs and meanings renders the learning and teaching of PVs an unusually difficult task. It would thus make the task more manageable and more efficient by focusing on the most common PVs and meanings, especially at the beginning learning stage. The S&AW PHaVE List, like the PHaVE List, is designed to serve this purpose by including only the most frequently-used 150 PVs (identified by previous research) and their main meanings along with the percentages of each main meaning. Second, the significant variation of the main meanings of the PVs across registers calls for register-specific key meanings and their percentages. The S&AW PHaVE List offers such information for speaking and academic writing. The benefit of focusing on the key meanings of the most frequent PVs is further evidenced by the fact that these main PV meanings make up a large portion of all the PV uses (Gardner & Davies, 2007).

How was the list made?

The 150 PVs were identified by Liu (2011) in a study that made use of both the COCA and the BNC and which was also built on previous corpus-based PV research. For each of these PVs with 600 tokens or more, 600 tokens (concordance lines) in the spoken register and 600 tokens in the academic register of the COCA were analyzed to determine what meanings were the most frequently used among all of the possible meanings. For PVs with fewer than 600 tokens in one of the two registers, all the tokens were examined. Each included meaning in the list is illustrated by an example sentence adapted from or modelled on the COCA.

What does the list contain?

The S&AW PHaVE List contains the 150 most frequently used PVs and their main meanings that are used in speaking and academic writing respectively. To help users better understand how the 150 PVs differ in the way their semantic usages vary between speaking and writing, the PVs are divided into three groups based on the extent and the way in which their semantic usage distributions vary across the two registers: Group 1 includes those PVs whose main meanings differ significantly both in meaning order and percentage across the two registers; Group 2 consists of those whose order of main meanings is the same but the percentages differ significantly; Group 3 are PVs whose main meanings are similar both in order and percentages across the two registers, with most of them each share essentially a single meaning in both registers. Each PV entry in the list contains the following information: (i) the PV and the group it belongs to, (ii) its main meanings, including their definitions and usage percentages, in speaking and in academic writing respectively, and (iii) an example sentence for each meaning written in almost exclusively GSL words (the first two thousand most common words).

What are the practical applications of the list?

The S&AW PHaVE List may have the following practical applications. Firstly, for English language teachers, curriculum/syllabus designers, and teaching material developers, the PHaVE List for S&AW List may serve as a resource to help hone in on the most common PVs and their main meanings in speaking and academic writing. As noted above, many PVs have several meanings with some boasting up to 10 or more senses; the major meanings of many PVs vary significantly across registers both in percentages and order. Students learning all of the meanings at once is not only impossible but also not very learning cost-effective as some of the meanings are not frequently used. The PHaVE List for S&AW List makes it possible to prioritize and systemize the learning of the PVs by first dealing with the most frequently used meanings in speaking and/or academic writing.

Secondly, the PHaVE List for S&AW may serve as a useful guide for assessing the learning of PVs. It provides teachers and test-makers with information regarding the main meanings of the PVs and their percentages in the two registers in question. The information, in turn, enables better decision making on which meaning(s) of a given PV to test depending on the learning objectives and language proficiency levels of the learners being assessed.

Thirdly, the PHaVE List for S&AW may work as a reference and learning guide for students who are interested in learning more PVs in speaking and/or academic writing than what is presented in the language instruction they are receiving.

What are the limitations of the PHaVE List?

As is the case with any word list, there are a few limitations with the PHaVE List for S&AW. Firstly, as a list derived from the COCA, the main meanings and their percentages were based on

the data included in the corpus. They might not be completely representative of all English language use. While the COCA is a very large and balanced corpus, it is still a corpus of American English only and is limited to the texts included. Hence, the most frequently used meaning of a given PV on the list may not hold true for other varieties of English, such as British or Australian English. One related point particularly worth noting is that the spoken section of the COCA consists exclusively of transcripts of radio and TV broadcasting programs. It does not include private conversations. While broadcasting programs often involve exchanges, such exchanges are public and may differ substantially from private conversations in style. As a result, the most common meanings of the PVs in speaking included on the list may not be those most frequently used in private conversations.

Secondly, as a list compiled to solely contain the most commonly-used meanings of the 150 most frequent PVs in speaking and academic writing, this list does not deal with whether and to what extent the meanings of the PVs are transparent and the levels of difficulty they may present learners. In other words, the list does not provide information regarding which meanings to teach in terms of the degree of semantic transparency of the included PVs. Teachers and learners will need to make such decisions based on their learning/teaching experience and needs.

Finally, the PHaVE List for S&AW is not a dictionary and therefore does not include a complete listing of all the PVs and their meanings in the two registers in question. There may be other useful PVs and meanings not included on the list. To quote from Garnier and Schmitt's Users' Guide for their PHaVE list, this list "should be seen as a starting point for instruction and learning, not the end-point."

Reference

- Gardner, D. & Davies, M. (2007). Pointing out frequent phrasal verbs: A corpus- based analysis. *TESOL Quarterly*, 41, 339–359.
- Liu, D. (2011). The most frequently used English phrasal verbs in American and British English: A multicorpus examination. *TESOL Quarterly*, 45(4), 661-688

The Speaking and Academic Writing Phrasal Verb Pedagogical (S&AW PHaVE) List

(in alphabetic order)

Notes: 1. Each PV entry in the list contains the following information: (a) the PV and the group it belongs to, (b) its main meanings, including their definitions and usage percentages, in speaking and in academic writing respectively, and (c) an example sentence for each meaning written in almost exclusively GSL words (the first two thousand most common words. 2. Please refer to the Users' Manual for more information about this list including the PV grouping information as well as for the guidelines for using the list.

1. BACK UP (Group 1)

(Spoken)

Sense 2: Take action in order to complete STH or to establish as true: to support (50%)

Ex: As always, he has not **backed up** his argument.

Sense 3: Stop and consider STH before doing STH else; to rewind (23.8%)

Ex: Let's **back up** a little before we go further on this.

Sense 1: Move or drive backwards a short way (18.8%)

Ex: They told the driver to **back up**.

(Academic)

Sense 2: Take action in order to complete STH or to establish as true: to support (61.1%)

Ex: The author **backed up** his argument with many facts.

Sense 4: Make a separate computer file in case you lose the original, often by putting the data on a separate screen or browser (15.2%)

Ex: It is important to **back up** your computer daily.

Sense 1: Move or drive backwards a short way (10.2%)

Ex: The demonstrators **backed up** behind the line.

2. BLOW UP (Group 1)

(Spoken)

Sense 1: Explode or destroy STH, especially with a bomb, or cause to be exploded or destroyed (79.8%)

Ex: They haven't heard anything **blow up** in the past week.

Sense 3: To reach an emotional boiling point and escalate past it (10%)

Ex: After a heated argument with them for some time, he finally **blew up**.

(Academic)

Sense 1: Explode or destroy STH, especially with a bomb, or cause to be exploded or destroyed (76.8%)

Ex: The soldiers **blew up** the bridge after they crossed it.

Sense 2: Enlarge or enhance (13.5%)

Ex: They had the pictures **blown up** and hung in the hallway for the students to see.

3. BREAK DOWN (Group 1)

(Spoken)

Sense 1: Stop working or functioning; fail or collapse (vehicle, device, relationship, negotiations) (36.2%)

Ex: His car **broke down**.

Sense 2: Divide or separate into categories or smaller parts so as to make it easier to understand or deal with (23.1%)

Ex: The group is **broken down** into five small groups.

Sense 3: Lose control of one's emotions; to cry or be very upset (22.4%)

Ex: I just **broke down** crying.

(Academic)

Sense 2: Divide or separate into categories or smaller parts so as to make it easier to understand or deal with (32.7%)

Ex: Table 2 **breaks down** the students in three categories.

Sense 1: Stop working or functioning; fail or collapse (vehicle, device, relationship, negotiations, etc.) (28.7%)

Ex: The new system **broke down** two days after it was set up.

Sense 4: Crush or eliminate (20.9%)

Ex: To succeed, women today still have to **break down** many barriers.

Sense 5: Experience chemical decomposition; to break down into different substances (14.2%)

Ex: This new product can **break down** most waste materials.

4. BREAK OFF (Group 1)

(Spoken)

Sense 3: Put an end to STH (relationship, discussion, talks, negotiations, etc.) (47.7%)

Ex: He wanted to **break off** his relationship with her.

Sense 1: Physically separate a part (or become separate) from a larger piece (50.9%)

Ex: The bridge just **broke off** right here.

(Academic)

Sense 1: Physically separate a part (or become separate) from a larger piece (55.6%)

Ex: These might be the pieces that **broke off** from the cell phone when it hit the ground.

Sense 3: Put an end to STH (relationship, discussion, talks, negotiations, etc.) (41.3%)

Ex: The teachers' union has decided to **broke off** from the negotiations completely.

5. BREAK OUT (Group 2)

(Spoken)

Sense 1: Start suddenly, especially violently; (67.1%)

Ex: The fire **broke out** at three places at once.

Sense 2: Escape; break free or stop from doing something (19.7%)

Ex: She **broke out** of the same prison.

(Academic)

Sense 1: Start abruptly, especially violently; to begin suddenly (70%)

Ex: Fights between the left and the right **broke out** in several cities.

Sense 2: Escape; break free or stop from doing something (20.2%)

Ex: These student organizations have **broken out** of the student union.

6. BREAK UP (Group 1)

(Spoken)

Sense 1: End or cause STH to end or fail, esp. relationships (76.8%)

Ex: Karen's marriage **broke up**.

Sense 2: Divide into smaller parts or component (20%)

Ex: They wanted to **break up** the large percentage of poor people and move them to different places.

(Academic)

Sense 2: Divide into smaller parts or components (53.8%)

Ex: They decided to **break up** the tests across different times.

Sense 1: End or cause STH to end or fail, esp. relationships (45.8%)

Ex: The teacher had to **break up** the fight.

7. BRING ABOUT (Group 3)

Sense 1: Cause to happen or emerge, esp. STH positive (100%)

Ex (spoken): His new job has **brought about** a love of work in him.

Ex (academic): This government decision will **bring about** many important changes.

8. BRING BACK (Group 2)

(Spoken)

Sense 1: Return or take back, bring back from the point of departure (active or passive); referring mostly to tangible objects (50.9%)

Ex: We will **bring back** the group to discuss this question.

Sense 2: Revive or carry STH intangible: an idea, ideology, activity, etc. (a more figurative meaning of Sense 1) (49.1%)

Ex: This time, they are **bringing back** the old idea of punishing those who did not follow this rule.

(Academic)

Sense 1: Return or take back, from the point of departure (active or passive); referring mostly to tangible objects (54.5%)

Ex: The two sides were **brought back** to the meeting room.

Sense 2: Revive or carry STH intangible: an idea, ideology, activity, etc. (a more figurative meaning of Sense 1) (45.5%)

Ex: Students should do interviews and **bring back** information to the class.

9. BRING DOWN (Group 3)

(Spoken)

Sense 3: Cause SB/STH (especially someone a position of power-government, president, system, networks, organization, etc.) to lose its power/status (36.1%)

Ex: In New York, a governor was **brought down** by his eight-year affair with a married woman.

Sense 2: Reduce the level, rate, or amount of STH (33.5%)

Ex: And that's more important than **bringing down** the price of gas.

Sense 1: Cause SB/STH to move downward or fall to the ground (21.6%)

Ex: Winds that topped 100 miles an hour **brought down** trees.

(Academic)

Sense 3: Cause SB/STH (especially someone a position of power-government, president, system, networks, organization, etc.) to lose its power/status (41.1%)

Ex: The food shortage had **brought down** the government.

Sense 2: Reduce the level, rate, or amount of STH (27.5%)

Ex: The Federal government has decided to **bring down** bank interest rates.

Sense 1: Cause SB/STH to move downward or fall to the ground (22%)

Ex: The weight is further **brought down** until the spring balance reads 10 kg.

10. BRING IN (Group 1)

(Spoken)

Sense 2: Ask SB (bring SB in) to do a particular job or task (51.8%)

Ex: He was **brought in** to beat the other team.

Sense 1: Bring STH (or SB) to a place or situation (29.9%)

Ex: They **brought in** some food.

Sense 3: Mention/raise (bring in) abstract thing such as questions, ideas, evidence, verdict (10.4%)

Ex: They have **brought in** some new questions.

(Academic)

Sense 1: Bring STH (or SB) to a place or situation (40.3%)

Ex: The police **brought in** some new weapons.

Sense 2: Ask SB (bring SB in) to do a particular job or task (28.2%)

Ex: The researcher was **brought in** to lead the new research team.

Sense 3: Mention/raise (bring in) abstract thing such as questions, ideas, evidence, verdict (22.8%)

Ex: The city government **brought in** the best evidence they had.

11. BRING OUT (Group 1)

(Spoken)

Sense 3: Physically carry STH and present it (45.7%)

Ex: He **brought out** his birth certificate.

Sense 1: Make a particular detail, quality or feeling more noticeable than it usually is: to reveal, start, or emphasize/highlight (35.1%)

Ex: The picture really **brings out** the color in her face.

Sense 2: Make available for the public to see or buy, esp. films, cds, objects, etc.; to introduce (18.2%)

Ex: That **brings out** the problem of homeless people.

(Academic)

Sense 1: Make a particular detail, quality or feeling more noticeable than it usually is: to reveal, start, or emphasize/highlight (60.6%)

Ex: This sad event has **brought out** the best in this city.

Sense 3: Physically carry STH and present it (21%)

Ex: Every family here **brought out** something for the people who lost their homes during the fire.

Sense 2: Make available for the public to see or buy, esp. films, cds, objects, etc.; to introduce (16.7%)

Ex: Some students **brought out** their suggestions during the discussion.

12. BRING UP (Group 2)

(Spoken)

Sense 1: Raise for discussion; to bring attention to or introduce a larger topic (77.5%)

Ex: I'm glad he **brought up** this issue because the environment is a major concern.

Sense 2: Care for or be responsible for SB or STH; to raise from childhood (12.4%)

Ex: Children are often being **brought up** very differently.

(Academic)

Sense 1: Raise for discussion; to bring attention to or introduce a larger topic (46.8%)

Ex: President Obama **brought up** Social Security at the meeting.

Sense 2: Care for or be responsible for SB or STH; to raise from childhood (34.9%)

Ex: Many children from this area were **brought up** without learning basic life skills.

Sense 3: Physically raise from a lower to a higher position, esp. via lifting or carrying (10.8%)

Ex: The sea sample **brought up** several hundred small things, including small fish.

13. BUILD UP (Group 1)

(Spoken)

Sense 2: Figuratively create, work up, or increase the size of (a non physical object) (49.6%)

Ex: We have to **build up** power.

Sense 1: Make bigger, develop, or increase by degrees or stages, change use of or make use of a physical object, structure, entity, etc. (47.2%)

Ex: A lot of dirt has **built up** in the machine.

(Academic)

Sense 1: Make bigger, develop, or increase by degrees or stages, change use of or make use of a physical object, structure, entity, etc. (50.8%)

Ex: We should not allow dirty water to **build up** in this area.

Sense 2: Figuratively work up, build up, or increase the size of (a non physical object) (47.8%)

Ex: The US government has been trying to **build up** good will in this part of the world.

14. CALL OUT (Group 2)

(Spoken)

Sense 1: Speak, yell loudly, or summon (64.2%)

Ex: He **called out** to her children, who were playing outside.

Sense 2: Challenge someone, to expose their faults, or demand STH from SB, often with the intention to insult (very rarely positive) (31.5%)

Ex: He has **called out** the band at every opportunity.

(Academic)

Sense 1: Speak, utter loudly, or summon (85.9%)

Ex: Often, these birds **called out** to one another while flying over the field.

Sense 2: Challenge someone, to expose their faults, or demand something from someone, often with the intention to insult (very rarely positive) (13.8%)

Ex: This is when our weaknesses are **called out**.

15. CARRY ON (Group 1)

(Spoken)

Sense 3: (intransitive) Continue to behave in a (usual) way or to continue/last (*often* + "with") (47.4%)

Ex: The tradition **carried on**.

Sense 1: Continue to do or involved in STH or a tradition, often followed by a gerund (29.8%)

Ex: You must **carry on** the traditions of our ancestors.

Sense 2: Engage, do, or take part in STH, often a noun (conversation, business, negotiation) (13.1%)

Ex: They are **carrying on** a serious conversation.

(Academic)

Sense 1: Continue to do or involved in STH or a tradition, often followed by a gerund (38.9%)

Ex: We must **carry on** this important tradition.

Sense 2: Engage, do, or take part in STH, often a noun (conversation, business, negotiation) (27.5%)

Ex: The two countries are **carrying on** an important discussion.

Sense 3: (intransitive) Continue to behave in a (usual) way or to continue/last (*often* + "with") (22.6%)

Ex: The tradition **carried on** without any difficulty.

Sense 4: Carry a bag, an object, or STH abstract on one's body or on some carrier (10.3%)

Ex: The students each **carried on** a bag.

16. CARRY OUT (Group 2)

(Spoken)

Sense 1: Perform or complete (task, activity, study, experiment, attack, duties, etc.) (79%)

Ex: The search was **carried out** by local police.

Sense 2: Put into execution; implement (plan, ideas, wishes, orders, views, etc.) (18%)

Ex: Maybe not today or tomorrow, but this change will be **carried out**.

(Academic)

Sense 1: Perform or complete (task, activity, study, experiment, attack, duties, etc.) (87.6%)

Ex: The experiment was **carried out** by a famous researcher.

Sense 2: Put into execution; implement (plan, ideas, wishes, orders, views, etc.) (11.9%)

Ex: The new economic plan will still be **carried out**.

17. CATCH UP (Group 1)

(Spoken)

Sense 1: (*Be/Get + caught up*) Become involved in STH which prevents SB from making progress or moving forward; a form of emotional or literal entanglement (32.9%)

Ex: He never thought he would get **caught up** in something like this.

Sense 2: Reach a point where one should already theoretically be or where SB else already is: to reach the same level or standard as SB who is more advanced or at a different emotional position (27.3%)

Ex: Many working women have **caught up** with men in pay.

Sense 3: Engage in conversation and learn more about SB (23.3%)

Ex: It was so nice to be able to **catch up** with Susan.

(Academic)

Sense 2: Reach a point where one should already theoretically be or where SB else already is: to reach the same level or standard as SB who is more advanced or at a different emotional position (46.1%)

Ex: It is difficult for these students to **catch up**.

Sense 1: (*Be/Get + caught up*) Become involved in STH which prevents SB from making progress or moving forward; a form of emotional or literal entanglement (40.6%)

Ex: Several male filmmakers have become **caught up** in the me-too movement.

18. CHECK OUT (Group 3)

Sense 1: Have a look at; examine STH/SB (esp. to get more information or make a judgement) (97%) for both registers

Ex (spoken): **Check out** our website for more information.

Ex (academic): The student **checked out** two books from the library.

19. CLEAN UP (Group 2)

(Spoken)

Sense 1: Get rid of dirt pollution, or other dirty/unhealthy things in a place or area (63%)

Ex: Everything in this room has to be **cleaned up**.

Sense 2: Make STH free from dangerous, unacceptable or controversial activities or contents (33.8%)

Ex: You must **clean up** the area after the war.

(Academic)

Sense 1: Get rid of dirt pollution, or other dirty/unhealthy things in a place or area (72.6%)

Ex: The city is **cleaning up** all the trash left behind by the football players.

Sense 2: Make STH free from dangerous, unacceptable or controversial activities or contents (24.5%)

Ex: The government must **clean up** this law and severely punish the criminals.

20. CLOSE DOWN (Group 2)

(Spoken)

Sense 1: Stop operating/functioning temporarily or permanently (81.3%)

Ex: This office is **closed down**.

(Academic)

Sense 1: Stop operating/functioning temporarily or permanently (87.9%)

Ex: The government **closed down** this building in 2012.

Sense 3: Eliminate or cut off a concept (10%)

Ex: This decision has **closed down** the possibility of real change.

21. COME ABOUT (Group 3)

Sense 1: Take place; occur, often unexpectedly and generally as a result of STH else (98%) for both registers

Ex (spoken): This **came about** as a result of poor planning.

Ex (academic): The school board did not expect the accident to **come about** when it did.

22. COME ALONG (Group 2)

(Spoken)

Sense 1: Appear; to come into being (81.8%)

Ex: The reporter stood on the sidewalk and talked to the first 100 people who came along.

Sense 2: Go somewhere with SB (13.4%)

Ex: These are the people who came along with him.

(Academic)

Sense 1: Appear; to come into being (72.4%)

Ex: They were surprised that so many problems came along.

Sense 2: Go somewhere with SB (22.2%)

Ex: The student asked his parents to come along with him.

23. COME AROUND (Group 1)

(Spoken)

Sense 1: Come in the area near STH/SB (44.7%)

Ex: He came around the foot of my bed and smiled.

Sense 2: Become accepting to a decision or a way of life, often with a positive sense (33%)

Ex: It has come around that people are listening to me more now.

Sense 3: Take place or happen, especially again as a regular event, at its usual time (16.8%)

Ex: The show comes around once or twice a year

(Academic)

Sense 2: Become accepting to a decision or a way of life, often with a positive meaning (43.7%)

Ex: In America, many believe a love for poetry will come around.

Sense 3: Take place or happen, especially again as a regular event, at its usual time (26.4%)

Ex: It is the parent's time to come around.

Sense 1: Come in the area near STH/SB (23%)

Ex: The police still do not know why this senior citizen let these children come around in the first place.

24. COME BACK (Group 3)

Sense 1: Return to a place or a conversation topic (96.5%) for both registers

Ex (spoken): She came back to the kitchen with a bottle of nice wine.

Ex (academic): We will come back to this point later in the paper.

25. COME DOWN (Group 1)

(Spoken)

Sense 1: Move from a higher spatial location to a lower one; fall/land onto the ground (47.5%)

Ex: Several trees and power lines **came down**.

Sense 2: (*Come down + to*) Reduce itself to one particular thing that is the most important or the essential matter (22.5%)

Ex: Some of these debates **come down** to one thing: how to save more money.

Sense 4: Happen, take place, esp. so that the public can understand or see it (13.9%)

Ex: The big game **came down** last Tuesday when Chicago beat Boston.

(Academic)

Sense 1: Move from a higher spatial location to a lower one; fall/land onto the ground (39.6%)

Ex: The police **came down** here from Seattle to search for the thief.

Sense 2: (*Come down + to*) Reduce itself to one particular thing that is the most important or the essential matter (27%)

Ex: Feeling comfortable in one's body **comes down** to living a healthy life style.

Sense 4: Happen, take place, esp. so that the public can understand or see it (15.4%)

Ex: What would have happened if the case had **come down** a week before?

Sense 3: Decrease in amount or value (11.3%)

Ex: The cost of medicine has **come down** very little in recent years.

26. COME IN (Group 2)

(Spoken)

Sense 1: Enter a place or area (room, country, etc.) (60.6%)

Ex: We're going to have a big, beautiful door for people to **come in** legally.

Sense 2: Enter a situation or conversation, often by bringing STH else to the table or into play (more abstract version of Sense #1) (25.5%)

Ex: They **come in** and solve the murder.

Sense 3: Receive news, money, information, or some other non-concrete object (13.7%)

Ex: There's a report **coming in** right now.

(Academic)

Sense 1: Enter a place or area (room, etc.) (64.5%)

Ex: When he **came in** the room, all eyes were on him.

Sense 2: Enter a situation or conversation, often by bringing STH else to the table or into play (more abstract version of Sense #1) (20.2%)

Ex: The department needs someone to **come in** and change a few things.

Sense 3: Receive news, money, information, or some other non-concrete object (11.4%)

Ex: News has just **come in** that the operation was successful.

27. COME OFF (Group 2)

(Spoken)

Sense 1: Leave, become broken or no longer connected (54.6%)

Ex: The handle has **come off**.

Sense 2: Appear or be demonstrated in a particular way or manner (29.5%)

Ex: They wanted to see how their son does and how he **comes off** talking with his classmates and the teacher.

Sense 3: Finish or rebound from, often in reference to an upcoming start (13.1%)

Ex: Their basketball team has **come off** two huge victories.

(Academic)

Sense 1: Leave, become broken or no longer connected (64.3%)

Ex: During the car accident, the wheels **came off**.

Sense 2: Appear or be demonstrated in a particular way or manner (27.8%)

Ex: Smith's apologies did not **come off** as sincere to the victims.

28. COME ON (Group 1)

(Spoken)

Sense 1: Said to encourage SB to try harder, or do/say or not do/say STH (45.3%)

Ex: **Come on**. Go do it.

Sense 2: Said to show SB disbelief, disagreement, or anger (19.2%)

Ex: **Come on**. I cannot believe you said that.

Sense 3: Appear on a show/event (18.8%)

Ex: Thank you for **coming on** tonight.

Sense 4: (+adv) Go to a location (10.5%)

Ex: **Come on** in.

(Academic)

Sense 1: Said to encourage SB to try harder, or do/say or not do/say STH (32.4%)

Ex: **Come on**, students! You can all do this. (a quote)

Sense 5: Lights/device be on (15%)

Ex: The lights have **come on**.

Sense 4: (+adv) Go to a location (13.5%)

Ex: The researcher has **come on** down here for a visit for his research project.

Sense 6: Season/time... begin (11.1%)

Ex: Winter has **come on** so quickly that farmers must work inside.

29. COME OUT (Group 1)

(Spoken)

Sense 3: (Often *Come Out* + *And*) Announce, display, or emerge from STH else (40.5%)

Ex: She **came out** against the war and said she would not stand for it.

Sense 1: Physically leave, exit, or erupt from a place or object (31.5%)

Ex: We saw her as we **came out** of the building.

Sense 2: Become known/discovered, released, or issued like a film, book, CD, including certain idioms (23.7%)

Ex: The new film came **out** last week.

(Academic)

Sense 2: Become known/discovered, released, or issued like a film, book, CD, including certain idioms (32.5%)

Ex: It has **come out** that the school will close down.

Sense 3: (Often *Come Out* + *And*) Announce, display, or emerge from STH else (33.1%)

Ex: While the peace talks went on between the two parties, other groups **came out** against it.

Sense 1: Physically leave, exit, or erupt from a place or object (28.3%)

Ex: When he **came out** after the meeting, he met with the reporters.

30. COME OVER (Group 3)

Sense 1: Come to a place or area (spot, room, town, country), esp. towards SB or to join SB (95%) for both groups

Ex (spoken): Could you **come over** and give me a hand with this?

EX (academic): The President invited them to **come over** to the White House to discuss the issue.

31. COME THROUGH (Group 2)

(Spoken)

Sense 1: (More abstract sense) Break a figurative barrier; to be clearly perceived, noticed or seen (feeling, emotion, quality), often because SB or STH succeeded in reaching a real or abstract destination (57.5%)

Ex: Are you prepared if the paperwork does not **come through**?

Sense 2: (More concrete sense) Break through a barrier or enter a new place; to penetrate or travel (often relating to the weather) (40.8%)

Ex: And then, this disease **came through** into our city.

(Academic)

Sense 1: (More abstract sense) Break a figurative barrier; to be clearly perceived, noticed or seen (feeling, emotion, quality), often because SB or STH succeeded in reaching a real or abstract destination (86.4%)

Ex: The voters' voice was finally **coming through**, loud and clear.

Sense 2: (More concrete sense) Break through a barrier or enter a new place; to penetrate or travel (often relating to the weather) (13.6%)

Ex: Most of the cheap medicine used in the United States **came through** from Canada.

32. COME UP (Group 1)

(Spoken)

Sense 2: (Be coming up) Be happening soon (62.5%)

Ex: The show is **coming up** next.

Sense 1: Bring forth or produce (13.2%)

Ex: We need to **come up** with new plans because we are under attack.

Sense 3: Move close to (typically the speaker) (12.7%)

Ex: Tom **came up** to me to say goodbye.

Sense 4: Arise or come to light (11.4%)

Ex: Is the issue **coming up** in any of these meetings?

(Academic)

Sense 1: Bring forth or produce (58.5%)

Ex: Other companies have also **come up** with helpful data.

Sense 4: Arise or come to light (18.6%)

Ex: These issues will soon **come up** to be judged.

Sense 3: Move close to (typically the speaker) (16.8%)

Ex: The students need to **come up** to the teacher to go over their answers.

33. CUT OFF (Group 2)

(Spoken)

Sense 2: A more figurative sense: end, obstruct, or stop doing STH; to separate or be separated from or not provided with money, communication, water flow, etc. either by political, familial, or natural elements/reasons (67.5%)

Ex: The flood **cut off** their food supply.

Sense 1: A very literal sense: remove a part of something by cutting it (21.8%)

Ex: They **cut off** all the tree branches that were in their way.

(Academic)

Sense 2: A more figurative sense: end, obstruct, or stop doing STH; to separate or be separated from or not provided with money, communication, water flow, etc.) either by political, familial, or natural elements (62.2%)

Ex: Their communication with the outside world has been **cut off**.

Sense 1: A very literal sense: remove a part of something by cutting it (28.7%)

Ex: The doctor decided not to **cut off** his seriously injured leg.

34. END UP (Group 3)

Sense 1: Finally do STH or be in a particular place, state, or situation after doing STH or as a result of it, esp. unexpectedly (100%) for both registers

Ex (spoken): She **ended up** having to sell her car after her accident.

Ex (academic): The search **ended up** a failure.

35. FIGURE OUT (Group 3)

Sense 1: Come to understand or determine STH (100%) for both registers

Ex (spoken): Despite her efforts, she couldn't **figure out** what had happened.

Ex (academic): The researcher is still trying to **figure out** the problem.

36. FILL IN (Group 1)

(Spoken)

Sense 1: Do SB's work temporarily because they cannot or will not do it themselves (38.4%)

Ex: I have to **fill in** for my friend who is sick.

Sense 3: Put material or writing on/into STH (not necessarily concrete) in order to make it full or complete (24%)

Ex: He needs to **fill in** some words here and there.

Sense 2: Provide extra or missing information to somebody else; to understand (not via written forms)
(23.5%)

Ex: To help **fill in** all the missing information, I've asked my friends to help.

Sense 4: Filling in the blanks idiom (not literally fill in the blank) (14%)

Ex: I'm trying to **fill in** the blanks as to why she left.

(Academic)

Sense 3: Put material or writing on/into STH (not necessarily concrete) in order to make it full or complete (50%)

Ex: **Filling in** answer sheets can slow down students with bad vision.

Sense 2: Provide extra or missing information to somebody else; to understand (not via written forms)
(42.4%)

Ex: This helped to **fill in** the gaps left by field notes.

37. FILL OUT (Group 3)

(Spoken)

Sense 1: Complete a form or official document (89%)

Ex: So, we are going to **fill out** the form right now.

(Academic)

Sense 1: Complete a form or official document (87.8%)

Ex: Everyone must **fill out** this form before they can use this room.

Sense 2: Round out; to make more complete (10.7%)

Ex: Two study desks **fill out** the space of this small library.

38. FIND OUT (Group 3)

Sense 1: Discover STH; get knowledge of STH (100%) for both registers

Ex (spoken): We need to **find out** who did this to her.

Ex (academic): The researcher is trying to **find out** why the experiment failed.

39. FOLLOW UP (Group 1)

(Spoken)

Sense 2: Try to find more information about STH (53.3%)

Ex: The police are **following up** on the man who might have stolen a car.

Sense 1: Take action about STH after a previous action or thing, esp. so as to strengthen its effect (44.5%)

Ex: The police **followed up** with more possible crimes for the prisoner.

(Academic)

Sense 1: Take action about STH after a previous action or thing, esp. so as to strengthen its effect (65.7%)

Ex: The students were **followed up** every three months for more tests for a year.

Sense 2: Try to find more information about STH (32.1%)

Ex: Good teachers spend time **following up** on and exploring student ideas.

40. GET BACK (Group 3)

Sense 1: Return to a place, position, state, activity, or conversation topic (also in regards to ownership) (89.4%) for spoken and (85.2%) for academic writing

Ex (Spoken): And that's what we have to **get back** to in this country.

Ex (Academic): It is time to **get back** to basic learning.

41. GET DOWN (Group 2)

(Spoken)

Sense 1: (*Get down + to*) Begin to pay serious attention to/complete STH or really delve into a plan (28.6%)

Ex: Then, they all **got down** to their own business.

Sense 2: Lower one's body as by kneeling, sitting or lying (18%)

Ex: Come on, **get down!** Get down!

Sense 3: Come down from STH; descend (car, horse, tree, etc.) (16.6%)

Ex: When he **got down** from the train, he bought some food.

Sense 4: Move to a different location laterally; relating to moving to a different location that is not necessarily relating to a movement from a higher to a lower place (11.6%)

Ex: By the time he **got down** there, the police were waiting for him.

(Academic)

Sense 1: (+ *to*) Begin to pay serious attention to/complete STH or really delve into a plan (49.1%)

Ex: The President **got down** to business immediately.

Sense 2: Lower one's body as by kneeling, sitting or lying (16.4%)

Ex: The players **got down** on their knees to pray.

Sense 3: Come down from STH; descend (car, horse, tree, etc.) (11.2%)

Ex: Many workers do not use the elevator to **get down**.

42. GET IN (Group 1)

(Spoken)

Sense 2: Figuratively enter a situation, place, political race, deal, conversation, etc. (54%)

Ex: He wants his friends to **get in** and help.

Sense 1: Literally enter a place, car, room, etc. (42.2%)

Ex: They walked towards their car, **got in**, and drove away.

(Academic)

Sense 1: Literally enter a place, vehicle, room etc. (52.7%)

Ex: The queen **got in** safely.

Sense 2: Figuratively enter a situation, place, political race, deal, conversation, etc. (38.8%)

Ex: The police were quick to **get in** on the details of the crime.

43. GET OFF (Group 1)

(Spoken)

Sense 1: Leave a car, ship, place, etc. (36.2%)

Ex: He **got off** the train quickly.

Sense 4: Suddenly stop doing STH (28.7%)

Ex: I just **got off** the phone with your prime minister.

Sense 3: Be acquitted; to get away with a lighter sentence/punishment than deserved (11.9%)

Ex: No one **gets off** the hook on this one.

Sense 2: Begin something in a certain way (10.9%)

Ex: I don't think the movement would have **gotten off** of the ground without their help.

(Academic)

Sense 1: Leave a car, ship, place, etc. (37.3%)

Ex: Drivers should wait until every student **gets off** the school bus.

Sense 2: Begin something in a certain way (28.6%)

Ex: George Bush **got off** to a fast start on these two important issues.

Sense 4: Suddenly stop doing STH (16.2%)

Ex: Those who are on this medicine should not **get off** it suddenly and completely.

44. GET ON (Group 1)

(Spoken)

Sense 2: Get on board some form of public transportation (train, bus, plane, elevator) (22.4%)

Ex: There are people in the country that are going to **get on** buses and come to Washington.

Sense 1: (*Get On + to or with*) Continue, esp. after stopping (17.1%)

Ex: Well, bless you and **get on** with it.

Sense 3: Appear on television, radio, production, ballot, etc. (14.2%)

Ex: He **got on** television and told that story.

Sense 4: Literally get onto something else (12.8%)

Ex: But anyway, I remember **getting on** the stage for the first time.

Sense 5. (idiomatic use) Get on board/nerves/track/radar. . . (11.5%)

Ex: Will he **get on** board with us on this issue?

(Academic)

Sense 1: (*Get On + to or with*) Continue, esp. after stopping (28.7%)

Ex: People with this disease have difficulty **getting on** with their lives.

Sense 2: Get on board some form of public transportation (train, bus, plane, elevator) (12.8%)

Ex: When **getting on** a boat, one might find it difficult to stand up straight.

Sense 5. (idiomatic use) Get on board/nerves/track/radar. . . (15.9%)

Ex: The activity is **getting on** track.

45. GET OUT (Group 2)

(Spoken)

Sense 1: Bring out of a closed space or specific location; to leave (literal meaning) (77.9%)

Ex: He **got out** of prison.

Sense 2: Escape a specific situation (more abstract) (10.6%)

Ex: I can't believe he **got out** of that speeding ticket.

(Academic)

Sense 1: Bring or move out of a closed space/specific location; to leave (literal meaning) (62.1%)

Ex: Few **got out** of the place safely.

Sense 2: Escape a specific situation (more abstract) (15.7%)

Ex: No one knew how to **get out** of this lie.

46. GET THROUGH (Group 1)

(Spoken)

Sense 5: [For STH] to finish or finish STH or complete a level; to reach a goal, often dealing with work or school (40.8%)

Ex: To **get through** to the next level, you'll need to work very hard.

Sense 4: Overcome STH, often STH difficult or unpleasant (16.9%)

Ex: You learn how to **get through** the pain.

Sense 1: Succeed in having a physical object reach a physical destination or getting through something physical (13.5%)

Ex: They **got through** the bushes without too much difficulty.

Sense 6: [For STH, e.g., a law] to pass or get STH or SB approved (11.1%)

Ex: They're trying their best to help the proposal **get through**.

(Academic)

Sense 5: [For STH] to finish or finish STH or to complete a level; to reach a goal, often dealing with work or school (38.3%)

Ex: Some students need extra help from their teachers to **get through** to the next grade.

Sense 1: Succeed in having a physical object reach a physical destination or getting through something physical (19.3%)

Ex: Doing this may help the medicine **get through** and kill this disease.

Sense 4: Overcome STH, often STH difficult or unpleasant (14.9%)

Ex: Many businesses could not **get through** such difficult times and closed down.

Sense 2: Be successfully communicated or understood (14.2%)

Ex: The school wants to **get through** to the students with the message "I can do it."

47. GET UP (Group 3)

Sense 1: Rise or cause to rise after lying in bed or sitting/kneeling (92%) for both registers

Ex (spoken): She **got up** from her chair and put on her shoes.

Ex (academic): Every student must **get up** when the teacher comes in.

48. GIVE BACK (Group 3)

Sense 1: Return (STH) to its original owner/provider (100%) for both registers

Ex (spoken): It's nice to be able to **give back** to society.

Ex (academic): The state government needs to **give back** this natural resource to the country.

49. GIVE IN (Group 3)

Sense 1: Stop resistance to (liking/temptation/habit, or to SB's demands/control) (100%) for both registers

Ex (spoken): She **gives in** to her children's unreasonable requests.

Ex (academic): The government finally **gave in** to the citizens' demands.

50. GIVE OUT (Group 3)

(Spoken)

Sense 1: Give a person an object (including money, grants, loans etc.); to distribute or award (51.3%)

Ex: They **give out** food to those in need.

Sense 2: Make known openly or publicly; to reveal or announce (information, news, or other intangible entities) (38.9%)

Ex: We **gave out** some great information.

(Academic)

Sense 1: Give a person a concrete object (objects, money, grants, loans etc.); to distribute or award (49%)

Ex: The school will **give out** these awards to students this year.

Sense 2: Make known openly or publicly; to reveal or announce (information, news, or other intangible entities) (36.9%)

Ex: The student has agreed to **give out** such information.

Sense 3: Stop suddenly; to quit or stop functioning (10.2%)

Ex: During the race, some began to **give out** after running for an hour.

51. GIVE UP (Group 2)

(Spoken)

Sense 1: Stop doing or having STH; abandon or surrender an activity, belief, possession (an object or implied object) (56.2%)

Ex: Are you ready to **give up** your old telephone for a new one?

Sense 2: Quit (similar to def #1 except no implied, concrete object) (39.5%)

Ex: He **gave up** on you.

(Academic)

Sense 1: Stop doing or having STH; abandon or surrender an activity, belief, possession (an object or implied object) (70.3%)

Ex: These children need to **give up** some playtime.

Sense 2: Quit (similar to def #1 except no implied, concrete object) (27.2%)

Ex: The students have learned to never **give up**.

52. GO AHEAD (Group 3)

Sense 1: Proceed with a course of action without hesitation (99%) for both registers

Ex (spoken): **Go ahead** and ask me your question.

Ex (academic): The team decided to **go ahead** with the plan.

53. GO ALONG (Group 1)

(Spoken)

Sense 1: Agree or play along with, whether genuine or pretending; to play along or act in cooperation/partnership (68.7%)

Ex: A lot of shame **goes along** with that.

Sense 2: Physically continue, go by, or proceed (11.7%)

Ex: They're **going along** at about 3 miles per hour.

Sense 3: Progress or proceed with an activity (11.5%)

Ex: But as the time **went along**, he became tired of this.

(Academic)

Sense 1: Agree or play along with, whether genuine or pretending; to play along or act in cooperation/partnership (70.5%)

Ex: The school board has finally agreed to **go along** with the teachers' decision.

Sense 3: Progress or proceed with an activity (14.6%)

Ex: Longer stories often become weaker as they **go along**.

Sense 2: Physically continue, go by, or proceed (10.9%)

Ex: The students have to **go along** the river for some time to reach the field.

54. GO AROUND (Group 1)

(Spoken)

Sense 2: (Often *go around* + *and* or *go around* + *gerund*) Implying some sort of movement that often leads to an action; the important part is this literal or implied movement has nothing to do with the circular movement (34.2%)

Ex: He has been **going around** saying bad things about his friend Tom.

Sense 1: Go from one place/person to another; circulate (34.3%)

Ex: Well, in some cases, there's more than enough to **go around**.

Sense 3: Bypass or short-circuit; to avoid having to do STH (11.1%)

Ex: We're not trying to **go around** the government in dealing with this problem.

(Academic)

Sense 1: Go from one place/person to another; circulate (46.7%)

Ex: They made sure there were enough cookies to **go around** the entire room.

Sense 2: (Often *go around* + *and* or *go around* + *gerund*) Implying some sort of movement that often leads to an action; the important part is this literal or implied movement has nothing to do with the circular movement (27.8%)

Ex: Students are encouraged to **go around** collecting money for after-school activities.

55. GO BACK (Group 3)

Sense 1: Return to a place, time, situation, activity, or conversation topic (90%) for both registers

Ex (spoken): He washed the dishes and **went back** to his room.

Ex (academic): They have decided to **go back** to the issue at the next meeting.

56. GO DOWN (Group 1)

(Spoken)

Sense 3: Move from one place to another, especially one that is further south (metaphorically as well as literally) (29.3%)

Ex: I don't want to **go down** that road.

Sense 1: Move to a lower position (to fall, sink, lower, etc.) (25.2%)

Ex: If the plane crashes, all the rows are **going down**, not just the thirteenth row.

Sense 2: Decrease in value/amount, especially numerically; to wane or decrease (25%)

Ex: Our rates just **went down**.

Sense 4: Begin a downward trend; to lose or be defeated (10.7%)

Ex: And from that day, our relationship started **going down**, and we broke up a week later.

(Academic)

Sense 2: Decrease in value/amount, especially numerically; to wane or decrease (31.6%)

Ex: The amount of water **went down**.

Sense 1: Move to a lower position (to fall, sink, lower, etc.) (28.3%)

Ex: Japanese captains always **went down** with their ships.

Sense 3: Move from one place to another, especially one that is further south (metaphorically as well as literally) (23.1%)

Ex: He **went down** the same path as his teacher.

57. GO IN (Group 3)

Sense 1: Enter (a place, area, room, building) (90%) for both registers

Ex (spoken): The restaurant looks really nice; let's **go in** and have lunch.

Ex (academic): The police **went in** soon after.

58. GO OFF (Group 2)

(Spoken)

Sense 1: Physically move to a different area or go somewhere, usually for a specific purpose (35.8%)

Ex: I wished her well before I **went off** somewhere else.

Sense 3: Explode (bomb) or be fired (gun) (27.4%)

Ex: So, someone planted a bomb that can kill many people, and it's about to **go off**, and they will not say where it is.

Sense 2: Give a loud noise or sudden light as a signal or warning (15.6%)

Ex: The alarm clock **went off**.

(Academic)

Sense 1: Physically move to a different area or go somewhere, usually for a specific purpose (54.6%)

Ex: In all cases, the two pieces **go off** in opposite directions with great energy.

Sense 3: Explode (bomb) or be fired (gun) (13.9%)

Ex: The bomb **went off** as planned.

Sense 2: Give a loud noise or sudden light as a signal or warning (13.4%)

Ex: Go to a safe place when fire alarms **go off**.

59. GO ON (Group 1)

(Spoken)

Sense 1: Happen/take place (76.2%)

Ex: There has been nothing **going on** like that.

Sense 2: Proceed, way to signal a transition (13.8%)

Ex: I don't believe the project will **go on** to the next stage without more money.

(Academic)

Sense 2: Proceed, way to signal a transition (54.4%)

Ex: We need to find out how many of these students **go on** to four-year colleges.

Sense 1: Happen or take place (34.3%)

Ex: A change of plan was **going on**.

60. GO OUT (Group 1)

(Spoken)

Sense 2: Go on a date or to a specific location (42.5%)

Ex: I don't **go out** and party.

Sense 1: (*Go out + of*) leave or move out, sometimes in the form of news traveling or being known (32.4%)

Ex: The car started to **go out** of the lane.

Sense 3: Take the field or go on a mission, often with a specific goal in mind (10.1%)

Ex: I'm **going out** there for a weight program.

(Academic)

Sense 1: (*Go out + of*) leave or move out, sometimes in the form of news traveling or being announced (35%)

Ex: Soon, news **went out** about the army's lack of food.

Sense 2: Go on a date or to a specific location (28.4%)

Ex: It is possible that some social activities, such as **going out** to a bar with friends, may encourage social integration and yet have negative effects.

Sense 4: Extinguish or be extinguished; to be cut off or eliminated (14.9%)

Ex: The store **went out** of business two years after it was opened.

Sense 5: Do STH extra for someone (*go out of someone's way*) (idiom) (10.2%)

Ex: In fact, the teacher often **goes out** of her way to help her students.

61. GO OVER (Group 1)

(Spoken)

Sense 1: Move towards a place or person, usually by physically crossing an area (room, city, country) (52%)

Ex: We **went over** to San Diego.

Sense 2: Examine, discuss, seriously think about STH in detail in order to understand or remember it better, or ensure that it is correct (22.2%)

Ex: We **went over** the story three times with her to make sure we had it right.

(Academic)

Sense 2: Examine, discuss, seriously think about STH in detail in order to understand or remember it better, or ensure that it is correct (48.9%)

Ex: In **going over** the various parts of the article, we found a few minor issues.

Sense 1: Move towards a place or person, usually by physically crossing an area (room, city, country) (24.6%)

Ex: The president **went over** to United Nations to discuss this issue with the leaders of

other countries.

62. GO THROUGH (Group 1)

(Spoken)

Sense 1: Undergo or experience STH (process, stage, steps, etc.) often STH that involves difficult or unpleasant emotions (65%)

Ex: Anyone **going through** something like this really needs to find a good doctor.

Sense 3: Thoroughly explain, study, or inspect STH: to meticulously investigate a situation (11.9%)

Ex: The judge will have to **go through** this very closely.

(Academic)

Sense 1: Undergo or experience STH (process, stage, steps, etc.) often STH that involves difficult or unpleasant emotions (69.9%)

Ex: The music world is **going through** a major change.

Sense 4: One object or person physically moving past or into STH else, usually into a different location; to travel (10.5%)

Ex: The line **goes through** the center of the chart.

Sense 3: Thoroughly explain, study, or inspect STH: to meticulously investigate a situation (10.4%)

Ex: Students must **go through** the article one more time to find and correct errors.

63. GO UP (Group 1)

(Spoken)

Sense 3: Rise, meaning increase in value or number (51%)

Ex: We see gas prices **going up** again.

Sense 4: Approach, come near, or draw close to STH (17.6%)

Ex: **Go up** to an ATM and insert your card to get the cash you need.

Sense 2: Actively travel up or climb with continual progress (14.9%)

Ex: I **went up** to San Francisco from Los Angeles.

(Academic)

Sense 3: Rise, meaning increase in value or number (44.2%)

Ex: The number of workers **went up** 56%.

Sense 2: Actively travel up or climb with continual progress (16.8%)

Ex: The researcher left the foot of the mountain and **went up**.

Sense 1: Arise (13%)

Ex: Smoke will begin to **go up** if the machine is not stopped now.

Sense 5: Approach, come near, or draw close to STH (10.5%)

Ex: All students are asked to **go up** to the lab.

64. GROW UP (Group 3)

Sense 1: Gradually advance in age and maturity (98%) for both registers

Ex (spoken): Seeing my children **growing up** is such a lovely thing.

Ex (academic): These plants will **grow up** very fast.

65. HAND OVER (Group 3)

(Spoken)

Sense 2: Give control or responsibility for STH/SB to SB else, esp. officially (53.6%)

Ex: He will **hand over** the job to the new manager.

Sense 1: Give STH to SB by holding it in one's hand and offering it to them (45.8%)

Ex: They **handed over** the tape.

(Academic)

Sense 2: Give control or responsibility for STH/SB to SB else, esp. officially (59.4%)

Ex: The state would soon **hand over** this power to cities.

Sense 1: Give STH to SB by holding it in one's hand and offering it to them (39.1%)

Ex: The postman **hands over** mail to the customers in person.

66. HANG ON (Group 1)

(Spoken)

Sense 1: Wait for a short time (51%)

Ex: Please **hang on** for a minute.

Sense 2: Refuse to let go; to persevere (either literally or metaphorically) (44.7%)

Ex: He needs to **hang on** in college for one more year.

(Academic)

Sense 2: Refuse to let go; to persevere (either literally or metaphorically) (46.2%)

Ex: This practice **hung on** until very recently.

Sense 3: Have STH hung from or connected to another thing usually higher (42.7%)

Ex: There was not anything for this piece to **hang on** to.

67. HANG OUT (Group 3)

Sense 1: Socialize with a specific person(s) or at a specific place (84%) for both registers

Ex (spoken): We decided to **hang out** this evening.

Ex (academic): This is the place where local high school students like to **hang out**.

68. HANG UP (Group 1)

(Spoken)

Sense 1: Finish a conversation on the telephone by in some way ending the phone call (65%)

Ex: I **hung up** the phone.

Sense 2: Cause SB to be distracted or delayed, often because SB is very invested in a specific issue (18.2%)

Ex: You know, I'm not as **hung up** on this sentence as others.

Sense 3: Cause STH to be hung or suspended (literally or figuratively) (16.8%)

Ex: I might **hang up** my clothes.

(Academic)

Sense 1: Finish a conversation on the telephone by in some way ending the phone call (45.4%)

Ex: After **hanging up** the phone, the President explained the call to his staff.

Sense 3: Cause STH to be hung or suspended (literally or figuratively) (33%)

Ex: The school has decided to **hang up** a big picture of the team in the big hallway.

Sense 2: Cause SB to be distracted or delayed, often because SB is very invested in a specific issue (21.5%)

Ex: The speaker told the audience to stop being **hung up** about the past and focus instead on the future.

69. HOLD BACK (Group 1)

(Spoken)

Sense 1: Stop, delay, or prevent one from seeing, doing, or saying STH, which often causes SB to not reach his/her full potential (77.3%)

Ex: Don't **hold back**.

Sense 2: Prevent SB/STH from going somewhere (11%)

Ex: The wall **holds back** the children in this school.

(Academic)

Sense 1: Stop, delay, or prevent one from seeing, doing, or saying STH, which often causes SB to not reach his/her full potential (65.6%)

Ex: Students are asked not to **hold back** when talking about their feelings.

Sense 3: Relating to being not allowed to progress to the next grade in school (13.5%)

Ex: Less advantaged children are more likely to be **held back** in school and often fail to complete their education.

Sense 2: Prevent SB/STH from going somewhere (13.1%)

Ex: The preschool teacher often has to physically **hold back** the children so that they do not cross the street.

70. HOLD ON (Group 1)

(Spoken)

Sense 2: Wait for a short time, generally as a request (69.1%)

Ex: Oh great, **hold on**, Mike. I'll get to that question next.

Sense 1: Refuse to let go of STH (29%)

Ex: But we can **hold on** to the things we have.

(Academic)

Sense 1: Refuse to let go of STH (95.3%)

Ex: To complete it successfully, one must **hold on** for much longer.

71. HOLD OUT (Group 1)

(Spoken)

Sense 2: Hold STH as likely to happen or succeed (hope, possibility, prospect, promise) (27%)

Ex: We don't want to **hold out** false hope.

Sense 3: Resist, withstand, hold firm, endure, survive, or last (26.9%)

Ex: They were going to have to **hold out** for a long time.

Sense 4: Wait for a long period of time for something desirable (21%)

Ex: The people chose a vision to **hold out** the greatest opportunity.

Sense 5: Point out, emphasize or display (12.7%)

Ex: Healthcare can be **held out** as a bad thing for recovery.

Sense 1: Reach out a hand toward or move one's hand or an object in one's hand forward or towards SB, in order to grab or give (10.4%)

Ex: I **held out** my hand and caught one.

(Academic)

Sense 2: Hold STH as likely to happen or succeed (hope, possibility, prospect, promise) (48%)

Ex: Their ideas **held out** the promise for a better future.

Sense 1: Reach out a hand toward or move one's hand or an object in one's hand forward or towards SB, in order to grab or give (16.1%)

Ex: The girls **held out** flowers to welcome the visiting president.

Sense 5: Point out, emphasize or display (12.8%)

Ex: The Bush government **held out** the creation of 800,000 new jobs in the last two months as an important accomplishment.

Sense 3: Resist, withstand, hold firm, endure, survive, or last (12%)

Ex: Several banks were still trying to **hold out** against money increases.

Sense 4: Wait for a long period of time for something desirable (10.6%)

Ex: The investors are **holding out** for better opportunities.

72. HOLD UP (Group 1)

(Spoken)

Sense 2: Stay strong during rough times; to persevere (more figurative than sense #5) (32.5%)

Ex: I think she **held up** remarkably well.

Sense 1: Hold STH above, often so others can see (26.6%)

Ex: The baby is **held up**.

Sense 3: Delay; to cause SB to be late for STH (16.6%)

Ex: She was **held up** in traffic for hours.

(Academic)

Sense 1: Hold STH above, often so others can see (36%)

Ex: The teacher **held up** the picture for the class to see.

Sense 2: Stay strong during rough times; to persevere (more figurative than sense #5) (31%)

Ex: This old theory does not **hold up** today.

Sense 4: Respect or highly regard SB or STH: to see this as an example (20.2%)

Ex: These do not **hold up** as examples of law and order.

Sense 3: Delay; to cause SB to be late for STH (11.3%)

Ex: The country's payment to the banks was being **held up** in delays.

73. KEEP ON (Group 3)

Sense 1: Continue doing STH without stopping, or repeatedly (92.5%) for both registers

Ex (spoken): She wiped tears off her face but **kept on** crying.

Ex (academic): The students were asked to **keep on** writing for 15 minutes.

74. KEEP UP (Group 1)

(Spoken)

Sense 1: Maintain a pace; to measure up (54%)

Ex: You can't **keep up** with him.

Sense 2: Prolong or sustain (21.5%)

Ex: **Keep up** the good work.

Sense 4: Be informed or to follow a specific story, person, etc. (15.8%)

Ex: Did you **keep up** with him and his life?

(Academic)

Sense 1: Maintain a pace; to measure up (63.2%)

Ex: For the most part, the standards have **kept up** with these changes.

Sense 4: Be informed or to follow a specific story, person, etc. (17.5%)

Ex: That requires **keeping up** with the changes in science and technology.

75. LAY DOWN (Group 1)

(Spoken)

Sense 3: Lay the foundations of; establish or create (34.8%)

Ex: His grandparents **laid down** the foundation for their furniture business.

Sense 2: Lie flat on a surface, usually to rest (relating to a person or animal reclining on a flat surface under his/her own power) (33.6%)

Ex: She **lay down** on the floor and fell asleep.

Sense 1: Put STH away or down on a surface intentionally or unintentionally, esp. because one has stopped using it (relating to objects or animals) (22.8%)

Ex: He had to lay **down** a new floor after the flood.

(Academic)

Sense 3: Lay the foundations of; establish or create (58%)

Ex: The teacher **laid down** the law for students using computers.

Sense 1: Put STH away or down on a surface intentionally or unintentionally, esp. because one has stopped using it (relating to objects or animals) (31.9%)

Ex: The best way to prevent the disease is to **lay down** more bone.

76. LAY OUT (Group 2)

(Spoken)

Sense 1: Describe, represent, put forth, or explain STH clearly or in detail, often in writing or publicly during a presentation/speech (90.8%)

Ex: For me, closing arguments are about **laying out** facts.

(Academic)

Sense 1: Describe, represent, put forth, or explain STH clearly or in detail, often in writing or publicly during a presentation/speech (74%)

Ex: The speaker **laid out** her argument at the beginning of the speech.

Sense 2: Spread or put/build STH on a flat surface, so it can be seen or used (24.2%)

Ex: The items were all **laid out** on the tables for visitors to see.

77. LINE UP (Group 1)

(Spoken)

Sense 3: [People] Form a line (47.5%)

Ex: Many have **lined up** to see the actor.

Sense 1: Have things form a line; to align (29.5%)

Ex: She always has her shoes **lined up** in her closet.

Sense 2: Arrange for STH; to prepare (18.4%)

Ex: It was all **lined up** for her to go.

(Academic)

Sense 1: Have things form a line; align (43.8%)

Ex: There is no need to **line up** the points of the score in a specific way.

Sense 3: [People] Form a line (35.2%)

Ex: Both teams **lined up**, facing each other.

Sense 2: Arrange for STH; to prepare (18%)

Ex: All the necessary things for the meeting are in order and have been **lined up**.

78. LOOK AROUND (Group 3)

Sense 1: Examine a place or one's surroundings so as to view it; to look for a particular thing (100%) for both registers

Ex (spoken): They entered the shop and **looked around**, but nobody was there.

Ex (academic): The police **looked around** the house before they entered it.

79. LOOK BACK (Group 2)

(Spoken)

Sense 1: Think to or about a past event; to remember or reflect (89.3%)

Ex: When we **look back** to this day a year from now, I think there will be some changes.

(Academic)

Sense 1: Think to or about a past event; to remember or reflect (81.6%)

Ex: When the author **looked back** at his early writings, he remembered his young life.

Sense 2: Look at STH/SB again after having momentarily looked elsewhere (15.5%)

Ex: When the soldiers **looked back**, they could not see the city.

80. LOOK DOWN (Group 2)

(Spoken)

Sense 1: Lower one's eyes to see what is below (82.9%)

Ex: She **looked down** to see what she stepped on.

Sense 2: Regard SB/STH as unimportant or with a disrespect (15.9%)

Ex: You have no right to **look down** on women.

(Academic)

Sense 1: Lower one's eyes to see what is below (70.3%)

Ex: The students **looked down** at the floor when they heard this sad story.

Sense 2: Regard SB/STH as unimportant or with a disrespect (26.2%)

Ex: It is wrong for them to **look down** on farmers.

81. LOOK OUT (Group 2)

(Spoken)

Sense 1: Look with one's eyes at an object (or imagining what another object might see if it had eyes): relating to visually seeing STH or SB (51%)

Ex: She **looked out** and saw her husband coming home.

Sense 2: Take care of SB or STH and make sure they are well; protect SB or STH's interests (28.1%)

Ex: Please always remember we are **looking out** for you.

Sense 3: Notice or ask someone to notice STH by being extra focused or careful (17.9%)

Ex: Well, there are a couple of signs that you should **look out** for.

(Academic)

Sense 1: Look with one's eyes at an object (or imagining what another object might see if it had eyes): relating to visually seeing STH or SB (69.5%)

Ex: The office **looks out** on a park.

Sense 2: Take care of SB or STH and make sure he/she/they are well; protect SB or STH's interests (16.3%)

Ex: The union needs to **look out** for its workers.

Sense 3: Notice or ask someone to notice STH by being extra vigilant or careful (10.8%)

Ex: The police have told the public to **look out** for this criminal.

82. LOOK UP (Group 1)

(Spoken)

Sense 1: Raise one's eyes (54.9%)

Ex: I **looked up** and saw him walking away.

Sense 2: Respect; see SB as a role model (23%)

Ex: That baby will have a father to **look up** to.

Sense 3: Consult SB or STH to gain needed information (18.7%)

Ex: I **looked up** ways to fix my computer but found little new information online.

(Academic)

Sense 1: Raise one's eyes (54.4%)

Ex: When reading, we need to **look up** every ten minutes to rest our eyes.

Sense 3: Consult SB or STH to gain needed information (36.3%)

Ex: These students have been taught how to **look up** a word in the dictionary.

83. MAKE OUT (Group 1)

(Spoken)

Sense 4: Kiss or make love to (44.4%)

Ex: They were **making out** in the back seat while that song was playing.

Sense 1: See or hear with difficulty; to discern or comprehend (25.4%)

Ex: Hi. From my accent, you can **make out** I'm not from here.

Sense 2: Represent as being a particular way, often falsely (12.2%)

Ex: Even before she started crying, the girl had tried to **make out** that he was hurting her feelings.

(Academic)

Sense 1: See or hear with difficulty; to understand or comprehend (60%)

Ex: Children sometimes have difficulties **making out** their parents' intentions.

Sense 5: Fill out, write, or issue (23.6%)

Ex: The school **made out** a check to the bus company.

84. MAKE UP (Group 1)

(Spoken)

Sense 4: Create or invent (31.8%)

Ex: He **made up** the story.

Sense 1: Form a whole/compose (20.8%)

Ex: You need more people to **make up** a team.

Sense 2: (*for*) compensate or correct (20.8%)

Ex: He works seven days a week to **make up** for the pay he lost.

Sense 3: (Make up one's mind) Make a decision (20.3%)

Ex: He **made up** his mind to become a dancer.

(Academic)

Sense 1: Form a whole/compose (82.2%)

Ex: Children's books **made up** a large part of the library.

85. MOVE BACK (Group 1)

(Spoken)

Sense 1: Return to a place, belief, system, etc. one has lived, experienced, or held before (88.8%)

Ex: It may have looked as if Nancy would **move back** into the house.

(Academic)

Sense 1: Return to a place, belief system, etc. one has lived, experiences, or held before (69.4%)

Ex: The party is **moving back** to its old position on this issue.

Sense 2: (*Move back + and forth*) often while considering a specific issue or making a decision (not implying physical movement) (25.1%)

Ex: It was no longer a question of **moving back** and forth between ideas, but of understanding.

86. MOVE IN (Group 1)

(Spoken)

Sense 1: Settle into a new house/place or into a person's house to live with his/her/them (54.9%)

Ex: He **moved in** with his girlfriend.

Sense 2: Go or move towards SB/STH, often to join SB/STH or to complete a job (relating to physical movement) (31.7%)

Ex: More firefighters are **moving in** to fight the fire.

Sense 3: Arrive including weather (11.8%)

Ex: Cold weather has **moved in**.

(Academic)

Sense 1: Settle into a new house/place or into a person's house to live with his/her/them (42.9%)

Ex: He later **moved in** closer to his family and friends.

Sense 2: Go or move towards SB/STH, often to join SB/STH or to complete a job (relating to physical movement) (28.6%)

Ex: Police are quickly **moving in** to solve this problem.

Sense 4: Figurative meaning of *moving in*, including *moving in and out* (16.4%)

Ex: This is where the teacher **moves in** and out of history.

87. MOVE ON (Group 1)

(Spoken)

Sense 1: Start doing, reading, discussing STH new (job, activity, conversation topic, etc.) (57.9%)

Ex: She has **moved on** to talk about why she wants to be a lawyer.

Sense 3: Forget about a difficult experience and move forward mentally or emotionally (32.2%)

Ex: Of course, he **moved on**. He had no choice.

(Academic)

Sense 1: Start doing, reading, discussing STH new (job, activity, conversation topic, etc.) (64.7%)

Ex: The class then **moved on** to a new reading activity.

Sense 2: Change physical location (spot, room, country) (23.1%)

Ex: The meeting **moved on** to a new site.

Sense 3: Forget about a difficult experience and move forward mentally or emotionally (12.2%)

Ex: The doctor encouraged his patient to **move on** with her life.

88. MOVE OUT (Group 3)

Sense 1: Leave one's place of residence permanently (94.5%) for both registers

Ex (spoken): My roommate has **moved out**.

Ex (academic): All the students must **move out** when school is closed.

89. MOVE UP (Group 1)

(Spoken)

Sense 1: Move to a better position; advance to a higher grade/level/rank in polls, economic standing, etc.; to advance or improve (42.3%)

Ex: Not getting married is **moving up** as a choice for many young people.

Sense 3: Change a previous date to one that occurs sooner (14.1%)

Ex: They have **moved up** the meeting to this week.

(Academic)

Sense 1: Move to a better position; advance to a higher grade/level/rank in polls, economic standing, etc.; to advance or improve (60.9%)

Ex: Education has **moved up** on voters' lists of important things in this election.

Sense 2: Move upward, from a lower spatial location to a higher one (16.9%)

Ex: The flying object was seen **moving up** and down several times before it disappeared.

90. OPEN UP (Group 1)

(Spoken)

Sense 1: Become or make STH available or possible, less limited (52.4%)

Ex: They have **opened up** talks with their neighbors about safety issues.

Sense 2: Open or cause STH to become open (21.9%)

Ex: They have decided to **open up** the gate.

Sense 3: Start to operate or function or cause to start operating or functioning (13.2%)

Ex: Mark **opened up** a grocery store.

Sense 4: Talk freely and without fear (12.4%)

Ex: After a few minutes, they really **opened up** and started talking.

(Academic)

Sense 1: Become or make STH available or possible, less limited (85.2%)

Ex: This **opens up** an opportunity to question the new policy.

Sense 2: Open or cause STH to become open (10.2%)

Ex: Add the tea and boil the water for about 5 minutes, until the leaves have **opened up**.

91. PASS ON (Group 1)

(Spoken)

Sense 1: Circulate or communicate (information, ideas, costs, objects, etc.) (49.2%)

Ex: He **passed on** the information without telling anyone where he got it.

Sense 2: Transmit from one generation to the next or one person to another (traditions, diseases, beliefs, skills, possessions, etc.) (31.5%)

Ex: They are trying to **pass on** this tradition to their children.

(Academic)

Sense 2: Transmit from one generation to the next (traditions, diseases, beliefs, skills, possessions, etc.) (47.6%)

Ex: The disease can be **passed on** by a handshake or a kiss.

Sense 1: Circulate or communicate (information, ideas, costs, objects, etc.) (43.5%)

Ex: FBI agents have **passed on** the information to local police.

92. PAY OFF (Group 1)

(Spoken)

Sense 1: Pay the complete amount of (more monetary-based) (50.6%)

Ex: I'm still **paying off** my third house.

Sense 2: Pay; effort spent in doing something that involves hard work (43.8%)

Ex: Brushing your teeth could really **pay off** with a winning smile.

(Academic)

Sense 2: Pay; effort spent in doing something that involves hard work (66.5%)

Ex: Training in the summer **paid off** for the football team in the fall.

Sense 1: Pay the complete amount of (more monetary-based) (30%)

Ex: By the end of this year, the school will **pay off** all its debt.

93. PICK OUT (Group 1)

(Spoken)

Sense 1: Choose SB/STH among a number of alternatives (78.6%)

Ex: They need to **pick out** a name for their new business.

Sense 2: Detect/identify/find/be noticed among a group of things or people (21%)

Ex: He was the one that I was able to **pick out**. I believe it was Tom Jones.

(Academic)

Sense 2: Detect/identify/find/be noticed among a group of things or people (48.9%)

Ex: They were able to **pick out** the real reason why the disease spread so quickly.

Sense 1: Choose SB/STH among a number of alternatives (45.4%)

Ex: In this class, the students have to **pick out** a topic for discussion every day.

94. PICK UP (Group 2)

(Spoken)

Sense 1: Get or take STH/SB from a place (44%)

Ex: He wants to be praised for doing something as small as **picking up** his socks.

Sense 2: Learn, hear, or get wind of (19%)

Ex: The children **picked up** the sound.

Sense 3: Continue; to form a new starting place (13%)

Ex: He **picked up** where I left off.

(Academic)

Sense 1: Get or take STH/SB from a place (53.3%)

Ex: The students **picked up** their pens and started taking notes.

Sense 2: Learn, hear, or get wind of (24.5%)

Ex: These students **picked up** on very small details in the story.

95. PLAY OUT (Group 3)

Sense 1: Be performed or enacted; to happen or develop (80%) for both registers

Ex (spoken): I don't know how things will **play out**.

Ex (academic): His private life is now going to **play out** publicly on TV.

96. POINT OUT (Group 3)

Sense 1: Comment, notice, call attention to, or remark verbally or in writing (100%) for both registers

Ex (spoken): He **pointed out** that it was a lie.

Ex (academic): The researcher **points out** that there is not enough evidence.

97. PULL BACK (Group 1)

(Spoken)

Sense 2: (Often *Pull back + from*) More figuratively withdraw or remove support (54.1%)

Ex: The governor has **pulled back** from a lot of his earlier speeches.

Sense 1: Physically and actively withdraw, retreat, shift over, or pull backwards (45.2%)

Ex: The troops will **pull back** to their original position.

(Academic)

Sense 1: Physically and actively withdraw, retreat, shift over, or pull backwards (58.6%)

Ex: The doctor had him **pull back** his left arm several times.

Sense 2: (Often *Pull back + from*) More figuratively withdraw or remove support (40.6%)

Ex: The President liked to **pull back** before making any specific promises.

98. PULL OUT (Group 1)

(Spoken)

Sense 2: Back out, leave, or quit unexpectedly (49.4%)

Ex: There are big punishments if we were to **pull out**.

Sense 1: Take out/remove STH or SB from a container, thing or place (42.9%)

Ex: He walked in there and **pulled out** some old clothes.

(Academic)

Sense 1: Take out/remove STH or SB from a container, thing or place (65.3%)

Ex: The machine will **pull out** all the metal objects.

Sense 2: Back out, leave, or quit unexpectedly (26.6%)

Ex: The US has **pulled out** of the agreement.

99. PULL UP (Group 1)

(Spoken)

Sense 1: Cause STH (person or vehicle) to stop (60.6%)

Ex: Joe had **pulled up** in front of the house.

Sense 2: Lift something; to move from a lower to a higher position (25.8%)

Ex: They were waiting to **pull up** their tents.

Sense 3: Extract (usually via technology) to examine or aid (10.8%)

Ex: They **pulled up** her old picture to see if she looked the same.

(Academic)

Sense 2: Lift something; to move from a higher to a lower position (47.1%)

Ex: They **pulled up** a little boat from the bottom of the river.

Sense 1: Cause STH (person or vehicle) to stop (31.9%)

Ex: The police car **pulled up** in front of them.

Sense 3: Extract (usually via technology) to examine or aid (11.6%)

Ex: He **pulled up** these news websites to search for updates on the story.

100. PUT BACK (Group 3)

Sense 1: Move STH/SB to a place, position, or state they were in before (85.5%) for both registers

Ex (spoken): He **put back** his glasses.

Ex (academic): They find it difficult to have the animal **put back** into the cage.

101. PUT DOWN (Group 1)

(Spoken)

Sense 1: Place STH/SB on the floor or on a flat surface (33.8%)

Ex: What do you want us to do when we **put down** the book and get up from the chair?

Sense 4: Put into action or make record of via speech, actions, writing etc. (21.5%)

Ex: You can **put down** your parents' address on this form.

Sense 3: End SB/STH's life; to destroy (16.1%)

Ex: The guards often have to **put down** fights in the prison.

Sense 2: Demean or insult, often verbally (15.9%)

Ex: It's not good to **put down** your co-workers.

Sense 5: Start from the beginning; to make an initial investment (10.8%)

Ex: He **put down** 5% on the house.

(Academic)

Sense 1: Place STH/SB on the floor or on a flat surface (40%)

Ex: More seeds need to be **put down** in the spring.

Sense 3: End SB/STH's life; to destroy (30.3%)

Ex: Soldiers have been moved in to **put down** the drug trade.

Sense 4: Put into action or make record of via speech, actions, writing etc. (11.1%)

Ex: The students were asked to **put down** an answer for every question.

Sense 5: Start from the beginning; to make an initial investment (10.8%)

Ex: Their work has helped **put down** a solid foundation for this project.

102. PUT IN (Group 3)

(Spoken)

Sense 1: Place one thing inside another; to include, insert, or install (73.4%)

Ex: He **put in** the door himself.

Sense 2: Devote effort or invest time to achieve STH (13.8%)

Ex: She **put in** many hours of hard work on this issue.

(Academic)

Sense 1: Place one thing inside another; to include, insert, or install (60.8%)

Ex: Students are encouraged to **put in** more than one answer.

Sense 2: Devote effort or invest time to achieve STH (17.3%)

Ex: To succeed in this project, students have to **put in** both the time and effort.

103. PUT OFF (Group 2)

(Spoken)

Sense 1: Delay until a later time or date (79.6%)

Ex: They have decided to **put off** the meeting until a later date.

Sense 2: Cause to feel an intense dislike (17.2%)

Ex: Many people were **put off** by his negative comments.

(Academic)

Sense 1: Delay until a later time or date (62.7%)

Ex: The school has **put off** the plan until next year.

Sense 2: Cause to feel an intense dislike (37.3%)

Ex: This decision has **put off** both the students and teachers.

104. PUT ON (Group 1)

(Spoken)

Sense 1: Both figuratively and literally wear or assume: to wear clothes/jewelry; to apply makeup or assume a sense of identity (40.7%)

Ex: They forced me to **put on** a hat.

Sense 2: Carry out; to present or show, often preparing or supplying the necessary equipment for an attack (as in performance) (12.1%)

Ex: They **put on** an event where more than forty thousand students attended.

Sense 3: Display, show, bring STH to attention, or be made to appear (11.6%)

Ex: That picture was **put on** the school's website.

Sense 4: Add or increase (weight, odometer, emphasis or pressure) (11.4%)

Ex: He **put on** a few too many pounds.

(Academic)

Sense 1: Both figuratively and literally wear or assume: to wear clothes/jewelry; to apply makeup or assume a sense of identity (38.1%)

Ex: Some students try to **put on** calm looks to hide their fears.

Sense 2: Carry out; to present or mount, often preparing or supplying the necessary equipment for an attack (as in performance) (13.8%)

Ex: Reading and **putting on** a play provide extra learning opportunities.

Sense 3: Display, show, bring STH to attention, or be made to appear (13.5%)

Ex: Nearly one hundred fifty of the paintings were **put on** show.

Sense 5: Add or increase (weight, odometer, emphasis or pressure) (12.4%)

Ex: About half of them **put on** weight in the past year.

105. PUT OUT (Group 1)

(Spoken)

Sense 1: Make something known/release to the public (85.3%)

Ex: All the things he **put out** there are real problems.

(Academic)

Sense 1: Make something known/release to the public (44.8%)

Ex: The school has **put out** the information to the public.

Sense 2: Prevent from burning, shining; to eliminate or remove (27.3%)

Ex: They are trained to **put out** fires in the safest ways.

Sense 3: Physically place an object out to use it (21.3%)

Ex: The wild animals have not eaten the food that the farmers **put out**.

106. PUT UP (Group 2)

(Spoken)

Sense 3: Raise, erect, rear, set up, contribute or donate (44%)

Ex: We don't often **put up** clocks.

Sense 2: (Often *put up + with*) Endure, tolerate, support, bear, or stand (24.3%)

Ex: Many people do not want to **put up** with that.

Sense 1: Post: to put in a place where it is noticed (18.4%)

Ex: They **put up** so many signs.

(Academic)

Sense 3: Raise, erect, rear, or set up (37.1%)

Ex: The teacher **put up** a white board in the classroom.

Sense 2: (Often *put up + with*) Endure, tolerate, support, bear, or stand (27.7%)

Ex: Some view fast food as a necessary evil that we have to **put up** with.

Sense 1: Post; to put in a place where it is noticed (16%)

Ex: The school **put up** the new policy on its webpage as soon as it became effective.

107. REACH OUT (Group 3)

Sense 2: Make an effort to address or communicate with SB, so as to help them or involve them in some way (90.5%) for spoken and (91%) for academic writing

Ex (Spoken): Now we're really **reaching out** to people who are going through hard times.

Ex (Academic): The government has begun **reaching out** to African Americans and other people of color for help.

108. RULE OUT (Group 3)

Sense 1: Remove STH as a possibility, plausible cause or explanation (93.5%) for both registers

Ex (spoken): They **ruled out** a heart attack as the cause of his death.

Ex (academic): The government has not **ruled out** the use of force.

109. RUN OUT (Group 2)

(Spoken)

Sense 1: Use STH (or become used) completely so that little or nothing is left (41.4%)

Ex: The family has **run out** of money; they need help to buy food.

Sense 3: Figurative and idiomatic use of Sense 1 (running out of patience, time, steam, etc.) (37.4%)

Ex: Well, we have not only **run out** of time, but we have also run over time.

Sense 2: Leave a place suddenly or hurriedly, often to fulfill a specific purpose (16%)

Ex: A bunch of young boys **ran out** on the field to get free baseballs.

(Academic)

Sense 1: Use STH (or become used) completely so that little or nothing is left (57.3%)

Ex: The program will **run out** of money by the end of the week.

Sense 3: Figurative and idiomatic use of Sense 1 (running out of patience, time, steam, etc.) (22.5%)

Ex: It is clear that the government has **run out** of support from the citizens.

Sense 2: Leave a place suddenly or hurriedly, often to fulfill a specific purpose (11.2%)

Ex: Usually, when the end-of-class bell rings, the students all **run out** to the playground.

110. SEND OUT (Group 2)

(Spoken)

Sense 1: Mail (email/tweet), send or distribute to a number of people (72.9%)

Ex: He has **sent out** many emails about this.

Sense 2: Send SB to a place for a particular purpose (17.3%)

Ex: They **sent out** writers to interview 80-year-old, 90-year-old former slaves.

(Academic)

Sense 1: Mail (email/tweet), send or distribute to a number of people (67.6%)

Ex: The school regularly **sends out** email updates to parents.

Sense 2: Send SB to a place for a particular purpose (22.1%)

Ex: The government has **sent out** officers to talk with the students.

111. SET ABOUT (Group 3)

Sense 1: Begin a course of action, usually with a specific purpose/objective in mind (97%) for both groups

Ex (spoken): We **set about** cleaning the tables after the guests left.

Ex (academic): He then **set about** to write a novel about his childhood.

112. SET DOWN (Group 1)

(Spoken)

Sense 2: Establish or put in place (40.7%)

Ex: Many found a way to **set down** the stories of what they had experienced during their childhood.

Sense 3: Land, sit, or lie down on a surface (39%)

Ex: The small plane lost both engines but safely **set down** on a lake.

(Academic)

Sense 2: Establish or put in place (35.7%)

Ex: In 2020, the country will reach the goals it **set down** in 2010.

Sense 4: Put into words or writing (23.5%)

Ex: He has decided to **set down** his entire childhood in this book.

Sense 3: Land, sit, or lie down on a surface (20.8%)

Ex: It has been suggested that a spaceship would **set down** somewhere in the ocean.

Sense 1: Put STH on a surface or on the ground (14.7%)

Ex: The nurses need to **set down** the babies on a mat for a few minutes.

113. SET OFF (Group 1)

(Spoken)

Sense 2: Indicate the start of STH or to turn on STH, esp. relating to bombs, alarms, etc. (more literal meaning of Sense 3) (41.7%)

Ex: The police **set off** two bombs in an open field.

Sense 3: Cause SB to feel a certain way (often negatively) or cause STH to happen (more figurative/idiomatic meaning of Sense 2) (39.4%)

Ex: This argument has **set off** many fights between the two sides.

Sense 1: Begin a trip, journey, or mission; to send SB or STH away (either metaphorically or literally) (17.5%)

Ex: I **set off** on a journey into the heart of the country.

(Academic)

Sense 3: Cause SB to feel a certain way (often negatively) or cause STH to happen (more figurative/idiomatic meaning of Sense 2) (42.5%)

Ex: This decision **set off** a bitter debate within the government.

Sense 1: Begin a trip, journey, or mission; to send SM or SMT away (either metaphorically or literally) (25.9%)

Ex: The class read the story of a family who **set off** West during the Civil War.

Sense 4: Place something in or at a certain location either literally, contextually, or in a painting, usually apart from something else in order to emphasize STH about it (16.6%)

Ex: These are used to **set off** the sections.

Sense 2: Sense 2: Indicate the start of STH or to turn on STH, esp. relating to bombs, alarms, etc. (more literal meaning of Sense 3) (15%)

Ex: Any fire, large or small, will **set off** the alarm system in this building.

114. SET OUT (Group 2)

(Spoken)

Sense 1: (Often *set out + to*) Start doing or working on STH, esp. with a specific goal in mind (this includes traveling and journeying) (76.3%)

Ex: They **set out** to show how their new car is much safer than their old ones.

Sense 2: (Often *set out + in*) Lay out orderly or logically in a line (sometimes in writing) or as if in a line; to describe SB or STH in a specific way (23.7%)

Ex: The steps for running the program are **set out** in the handbook.

(Academic)

Sense 1: (Often *set out + to*) Start doing or working on STH, esp. with a specific goal in mind (this includes traveling and journeying) (54%)

Ex: This article **sets out** to show the new dangers that the world is now facing.

Sense 2: (Often *set out + in*) Lay out orderly or logically in a line (sometimes in writing) or as if in a line; to describe SB or STH in a specific way (46%)

Ex: The students are taught to first **set out** a clear outline for every article they write.

115. SET UP (Group 2)

(Spoken)

Sense 1: Arrange STH abstract or digital, like a meeting, plan, account, fund, or program etc. (57.7%)

Ex: They need to **set up** a situation where their children can play safely.

Sense 2: Build or install STH concrete, like a room, table, housing etc. (34.5%)

Ex: I am going to **set up** a home out here.

(Academic)

Sense 1: Arrange STH abstract or digital, like a meeting, plan, account, fund, or program etc. (64.2%)

Ex: The school **set up** this program to help children who live with single parents.

Sense 2: Build or install STH concrete, like a room, table, housing etc. (33%)

Ex: They **set up** a newsroom for this event.

116. SETTLE DOWN (Group 1)

(Spoken)

Sense 2: Become calmer, quieter, more orderly; become closer to the original state (53.8%)

Ex: When things **settle down** in his hometown, he plans to return there.

Sense 1: Adopt a quieter, steadier, or more peaceful lifestyle, often living in a specific location with a specific person (37.2%)

Ex: Mike was 39, but he'd already **settled down** then.

(Academic)

Sense 1: Adopt a quieter, steadier, or more peaceful lifestyle, often living in a specific location with a specific person (43.6%)

Ex: They have developed a good system to help newcomers **settle down** quickly.

Sense 2: Become calmer, quieter, more orderly; revert closer to the status quo (37.6%)

Ex: This will provide students with a chance to **settle down** as they move from some other class into your class.

Sense 3: Get into a comfortable position, either sitting or lying (13.4%)

Ex: The nurse will help them **settle down** on their beds.

117. SHOW UP (Group 2)

(Spoken)

Sense 1: Make an appearance at a social, public, or professional gathering (83.2%)

Ex: No other people **showed up** for the meeting.

Sense 2: Become more visible or noticeable (not in a social way) (16.6%)

Ex: He was angry, but he didn't let his anger **show up** at the meeting.

(Academic)

Sense 1: Make an appearance at a social, public, or professional gathering (58.6%)

Ex: Few students **showed up** for the speech.

Sense 2: Become more visible or noticeable (not in a social way) (39.7%)

Ex: The effects of this disease have **shown up** in 50 children.

118. SHUT DOWN (Group 3)

Sense 1: Stop (or make STH stop) working or operating (machine, computer, business, premise, strategy) (94%) for both registers

Ex (spoken): You should **shut down** your computer at night to save electricity.

Ex (academic): The school **shut down** the program.

119. SHUT UP (Group 3)

Sense 1: Stop (or make SB/STH stop) talking or making a noise (97%) for both registers

Ex (spoken): His mother has repeatedly told him to **shut up**!

Ex (academic): The government has forced these people to **shut up** by putting them in prison.

120. SIT BACK (Group 1)

(Spoken)

Sense 1: Rest in a comfortable position against the back of a seat (58%)

Ex: Now you can just **sit back** and watch.

Sense 2: (*Sit back and do STH*) Deliberately take no action/remain passive about STH (39.5%)

Ex: They weren't about to **sit back** and wait for the police to find Jessica.

(Academic)

Sense 2: (*Sit back and do STH*) purposely take no action/remain passive about STH (59.1%)

Ex: The West should not just **sit back** and wait. Some actions must be taken.

Sense 1: Rest in a comfortable position against the back of a seat (39.8%)

Ex: The test takers are allowed to **sit back** during the entire test.

121. SIT DOWN (Group 3)

Sense 1: Move from a standing position to a sitting position (100%) for both registers.

Ex (spoken): Please **sit down** and have a drink.

Ex (academic): All participants must **sit down** before the meeting begins.

122. SIT UP (Group 3)

Sense 1: Rise from a lying to a sitting position or staying in such a position (93.5%) for both registers

Ex (spoken): The sudden noise made her **sit up** in her bed and listen.

Ex (academic): The students have to **sit up** in their chairs during the entire test.

123. SLOW DOWN (Group 3)

Sense 1: Move, proceed or progress at a slower pace (vehicle, economy) (88.5%) for both registers

Ex (spoken): Things began to **slow down** after 8 o'clock.

Ex (academic): The economy has **slowed down**.

124. SORT OUT (Group 1)

(Spoken)

Sense 2: Find out information about STH via experimentation, organization, or classification (46.3%)

Ex: He is trying to **sort out** what happened that evening.

Sense 1: Do what is needed to solve a problem, conflict or difficult situation (41.9%)

Ex: We need to get this problem **sorted out** quickly.

Sense 3: Separate one thing (abstract or concrete) from another (10.1%)

Ex: We need to **sort out** the important ones from the unimportant ones.

(Academic)

Sense 1: Do what is needed to solve a problem, conflict or difficult situation (46%)

Ex: The police are still **sorting out** the information they have received.

Sense 2: Find out information so as to understand STH (30.7%)

Ex: It will not be easy to **sort out** why the program failed.

Sense 3: Separate one thing (abstract or concrete) from another (20.5%)

Ex: We need to **sort out** fact from fiction.

125. STAND OUT (Group 2)

(Spoken)

Sense 1: Distinguish oneself/itself by being better, more significant or more impressive than other people/things (57.7%)

Ex: He did well and **stood out**.

Sense 2: Be easily seen or noticed (27.5%)

Ex: The new homes all have bright lights and **stand out** in the dark.

Sense 3: Literally stand out in the open (14.8%)

Ex: I was **standing out** there talking with my best friend.

(Academic)

Sense 1: Distinguish oneself/itself by being better, more significant or more impressive than other people/things (74.7%)

Ex: This team **stands out** as the best college football team in the country.

Sense 2: Be easily seen or noticed (23.8%)

Ex: The new additions **stand out** from the original color.

126. STAND UP (Group 1)

(Spoken)

Sense 3: (*Stand up + for, against, and to*) Take someone's part in order to join or go against SB else (37.1%)

Ex: We should all **stand up** to this evil idea and stop it.

Sense 1: Rise to a standing position after sitting or lying down (31.3%)

Ex: He pushed away from the table and **stood up**.

Sense 2: (*Stand up + and + verb* often the verb *say*) Make public knowledge a privately held position (27.3%)

Ex: He **stood up** and told them he was gay.

(Academic)

Sense 3: (*Stand up + for, against, and to*) Take someone's part in order to join or go against SB else (38.9%)

Ex: Students need to **stand up** for their rights.

Sense 1: Rise to a standing position after sitting or lying down (34%)

Ex: When the teacher enters the classroom, the students should all **stand up**.

Sense 4: Remain firm despite criticism, pressure, etc. (13.1%)

Ex: This theory has **stood up** to the test of time.

Sense 2: (*Stand up + and + verb* often the verb *say*) Make public knowledge a privately held position (12.2%)

Ex: The girl **stood up** and told the class to stop telling her not to play football.

127. START OUT (Group 3)

Sense 1: Start a life, existence, profession, or course of action in a particular way by doing a particular thing (95%) for both registers

Ex (spoken): She **started out** as a shop worker.

Ex (academic): Many of them **started out** as beginners.

128. STEP BACK (Group 2)

(Spoken)

Sense 2: Stop being involved in STH so as to consider it more carefully/objectively (69.5%)

Ex: He has decided to **step back** from the case for a few days.

Sense 1: Move back by lifting one's foot and putting it down backwards (14%)

Ex: Please **step back** and watch your head.

Sense 3: Figuratively move backwards, often in a negative way (12.3%)

Ex: After the meeting, the football team didn't get better at all; they actually **stepped back** and lost five games in a row.

(Academic)

Sense 2: Stop being involved in STH so as to consider it more carefully/objectively (69.7%)

Ex: It is necessary for us to **step back** and look at the issue from a broader view.

Sense 1: Move back by lifting one's foot and putting it down backwards (21.1%)

Ex: During the activity, the teacher asks the students to **step back** behind the line.

129. SUM UP (Group 3)

Sense 1: Express or represent the most important/representative facts, ideas, or characteristics of SB/STH, especially in a brief manner (97%) for both registers

Ex (spoken): He had the whole thing **summed up** in one sentence.

Ex (academic): The teacher **summed up** the whole discussion in just a few minutes.

130. TAKE BACK (Group 1)

(Spoken)

Sense 2: Repossess: regain possession or control (51.1%)

Ex: We need to **take back** our country.

Sense 1: Bring back to the point of departure; to return to a place or time period (25%)

Ex: This needs to be **taken back** to the museum.

Sense 3: Unsay or withdraw (20.5%)

Ex: I would like to **take back** what I just said because it was not true.

(Academic)

Sense 1: Bring back to the point of departure; to return to a place or time period (54.5%)

Ex: The farmers are trying to **take back** the land the government took from them.

Sense 2: Repossess: regain possession or control (30.1%)

Ex: The government is **taking back** some of the control they gave the schools.

Sense 3: Unsay or withdraw (10.9%)

Ex: While we cannot **take back** what has happened, we can learn from our mistakes.

131. TAKE DOWN (Group 1)

(Spoken)

Sense 2: Cause STH to break down, not function, or die, etc. (55.4%)

Ex: The storm **took down** phone services in this area for several hours.

Sense 1: Remove STH that was previously put up or put in place (29.2%)

Ex: They **took down** the lights after Christmas.

(Academic)

Sense 1: Remove STH that was previously put up or put in place (51.3%)

Ex: Some citizens want the flag to be **taken down**.

Sense 2: Cause break down, not function, or die, etc. (22.7%)

Ex: This new gun is capable of **taking down** airplanes.

Sense 4: Write something down or remember a piece of information for future use (17.6%)

Ex: Teachers need to **take down** names of students who do not participate.

132. TAKE IN (Group 1)

(Spoken)

Sense 2: Fully understand, study, or grasp the meaning or beauty of STH (29.4%)

Ex: It's very hard to **take in** what he was saying when he is speaking so fast.

Sense 4: Financially make; to gain (29.1%)

Ex: He is spending more than he **takes in**.

Sense 1: Provide a place for SB to live or stay (19.9%)

Ex: The couple **took in** a few homeless people during the cold weather.

(Academic)

Sense 2: Fully understand, study, or grasp the meaning or beauty of STH (44%)

Ex: A blind reader **takes in** a picture in pieces, while others see the whole image at once.

Sense 1: Provide a place for SB to live or stay (17.9%)

Ex: The daycare **took in** 30 children from 2000 to 2012.

Sense 5: Absorb or suck up (15.7%)

Ex: The study found that males **take in** more grains and fruits than females.

133. TAKE OFF (Group 1)

(Spoken)

Sense 1: Remove (34.7%)

Ex: He told me to **take off** my hat.

Sense 3: Leave the ground immediately (23.4%)

Ex: Some were seen **taking off** from the school when the fire broke out.

Sense 2: Leave a place suddenly; to travel or embark (21%)

Ex: The suspect is now **taking off**, running!

Sense 4: Become more powerful or successful (14.1%)

Ex: My shoe business **took off**.

(Academic)

Sense 1: Remove (40.3%)

Ex: Students must **take off** their shoes to enter this classroom.

Sense 4: Become more powerful or successful (26.6%)

Ex: This new field in education is now just **taking off**.

Sense 3: Leave the ground immediately (14.4%)

Ex: The airplane **took off** from Chicago.

Sense 2: Leave a place suddenly; to travel or embark (11.3%)

Ex: The class **takes off** on a field trip.

134. TAKE ON (Group 2)

(Spoken)

Sense 1: Undertake, handle, or challenge (role task, responsibility, problem, issue, etc.) (82.6%)

Ex: Team USA is **taking on** Team Canada in the hockey final.

Sense 2: Assume characteristics; to become/acquire (15.1%)

Ex: Tom **takes on** a very sad look.

(Academic)

Sense 1: Undertake, handle, or challenge (role task, responsibility, problem, issue, etc.) (60.4%)

Ex: He has **taken on** the role of teacher for these children.

Sense 2: Assume characteristics; to become/acquire (37.6%)

Ex: These discussions can **take on** many different forms.

135. TAKE OUT (Group 1)

(Spoken)

Sense 1: Remove something from a place, video, container, etc. (Abstract + physical sense) (55.8%)

Ex: There was a lot of video **taken out** or not shown.

Sense 4: Attack or physically harm a person, country, etc. (27.4%)

Ex: The old streetlight was **taken out** by a strong storm.

Sense 3: Obtain by legal process (11.3%)

Ex: He has **taken out** life insurance for his family.

(Academic)

Sense 1: Remove something from a place, video, container, etc. (Abstract + physical sense) (73%)

Ex: All students need to **take out** their books and place them on their desks.

Sense 3: Obtain by legal process (18.5%)

Ex: The school has decided to **take out** a large loan to build a new library.

136. TAKE OVER (Group 3)

Sense 1: Gain control, management, or possession of STH/SB (task, job, political party, organization) (96.5%) for both registers

Ex (spoken): After her father died, she **took over** the company.

Ex (academic): The new teacher **took over** the class.

137. TAKE UP (Group 1)

(Spoken)

Sense 2: Discuss or deal with an issue, idea, matter, etc. (30.7%)

Ex: The teachers will **take up** this issue tomorrow.

Sense 1: Use a specific amount of time or effort (24.5%)

Ex: This case has **taken up** so much of my life.

Sense 3: Begin a specific job, activity, or hobby (16.2%)

Ex: He even **took up** painting himself.

Sense 4: Grab an object, often moving it from a lower to a higher position (11.8%)

Ex: I have to **take up** the carpet before I start beating it.

(Academic)

Sense 3: Begin a specific job, activity, or hobby (38.7%)

Ex: Many students have **taken up** swimming as a way to exercise.

Sense 2: Discuss or deal with an issue, idea, matter, etc. (19.5%)

Ex: The school board has decided to **take up** the issue at its next meeting.

Sense 1: Use a specific amount of time or effort (17.3%)

Ex: The project **took up** a large amount of their time.

138. THROW OUT (Group 1)

(Spoken)

Sense 1: Refuse to accept or consider, esp. by people of authority; to reject or be rejected (40.7%)

Ex: We are not going to **throw out** the rulebook.

Sense 3: Make SB leave a place, activity or organization, esp. forcibly and unexpectedly; ejected (22.4%)

Ex. He got **thrown out** of the club because of the fight.

Sense 4: Bring into the fold; suggest, introduce, or emphasize (18.1%)

Ex: I just wanted to **throw out** this fact for you to think about.

(Academic)

Sense 1: Refuse to accept or consider, esp. by people of authority; to reject or be rejected (44.2%)

Ex: When Country Music Television was **thrown out** of Canada, it quickly removed Canadian musicians from CMT television.

Sense 2: Put STH in a trash dispenser (18.3%)

Ex: 27% of food in the United States is **thrown out** in the trash.

Sense 3: Make SB leave a place, activity or organization, esp. forcibly and unexpectedly; ejected (17.4%)

Ex. They are encouraging the voters to **throw out** the judges and change the system.

Sense 5: Toss, throw, or be thrown (14.3%)

Ex: The President **threw out** the first ball of the season in Boston.

139. TURN AROUND (Group 2)

(Spoken)

Sense 1: Move so as to face in the opposite direction (54.3%)

Ex: **Turn around**, Mike, and you will see us.

Sense 2: Bring about a change or sudden shift, usually making STH become better or more successful than it previously was; often relating to economy and business (28.3%)

Ex: He really **turned around** the car company.

Sense 3: (*Turn around + and*) This idiom implies a metaphorical shift that then relates to a decision or request being made; this shift often justify a decision being made (17.4%)

Ex: They would **turn around** and find themselves on TV the next day.

(Academic)

Sense 1: Move so as to face in the opposite direction (47.4%)

Ex: The students have to **turn around** with their backs toward the teacher when doing this activity.

Sense 2: Bring about a change or sudden shift, usually making STH become better or more successful than it previously was; often relating to economy and business (40.3%)

Ex: A discussion helped **turn around** the teacher's negative feelings.

Sense 3: (*Turn around + and*) This idiom implies a metaphorical shift that then relates to a decision or request being made; this shift often justify a decision being made (12.3%)

Ex: The organization then **turns around** and begins to destroy the human rights movements in this country.

140. TURN BACK (Group 1)

(Spoken)

Sense 2: Go back in the direction SB/STH has come from either literally or figuratively (24%)

Ex: We can't **turn back** to our old way of life; it's not healthy.

Sense 5: Idioms relating to time or clocks; to travel back to past moment in time (20.5%)

Ex: This decision **turned back** the clock on economic change.

Sense 4: Return to something that has already been discussed or put into action; to shift the focus back on an event or person (20.3%)

Ex: Tom, I'll **turn back** to you after I answer her question.

Sense 3: Drive out or hold back; push back or check the influence of (16%)

Ex: Because it's full, the park started to **turn back** visitors after 11.

Sense 1: Turn around so as to face the opposite direction (12.4%)

Ex: I **turned back** to say goodbye, but he was already gone.

(Academic)

Sense 2: Go back in the direction SB/STH has come from either literally or figuratively (23.3%)

Ex: These immigrants would rather die than **turn back** because of the political and economic crisis in their home countries.

Sense 3: Drive out or hold back; push back or check the influence of (21.9%)

Ex: Many more soldiers would be needed to **turn back** their enemies.

Sense 4: Return to something that has already been discussed or put into action; to shift the focus back on an event or person (20.1%)

Ex: With the Court's decision finally known, attention **turned back** to the new laws.

Sense 5: Idioms relating to time or clocks; to travel back to past moment in time (14.2%)

Ex: No one can really **turn back** the clock on this issue.

Sense 1: Turn around so as to face the opposite direction (13.7%)

Ex: Before the students march out of the school gate, they will all **turn back** to say goodbye to their teachers.

141. TURN DOWN (Group 3)

Sense 1: Refuse, reject, undermine, or dismiss (request, offer, opportunity, etc.) (86%) for both registers

Ex (Spoken): Who could **turn down** an invitation to hang out with such a nice child?

Ex (Academic): The government has **turned down** our request.

142. TURN OFF (Group 2)

(Spoken)

Sense 1: Stop a piece of equipment from working temporarily or cut off a supply (also things related to biology and chemistry) (66%)

Ex: Don't **turn off** the camera

Sense 2: Cause to feel strong dislike or not to participate at all (25.7%)

Ex: No one knows if more people will vote in 2004 or if more people will be **turned off**.

(Academic)`

Sense 1: Stop a piece of equipment from working temporarily or cut off a supply (also things related to biology and chemistry) (79.6%)

Ex: The electricity is **turned off** at 11:00 P.M., forcing students to study with flashlights.

Sense 2: Cause to feel strong dislike or not to participate at all (12.9%)

Ex: They are doing things that will certainly **turn off** many voters.

143. TURN OUT (Group 3)

Sense 1: Prove or be discovered to happen or be (91%) for both registers

Ex (spoken): Her idea **turned out** to be smart.

Ex (academic): The experiment **turned out** to be very successful.

144. TURN OVER (Group 1)

(Spoken)

Sense 1: Pass along or give STH to SB else; to give over (79.4%)

Ex: He **turned over** all the papers to the new teacher.

Sense 2: Upset or overturn both figuratively and literally (12.1%)

Ex: Every time I **turn over** in my bed, my husband puts me back.

(Academic)

Sense 1: Pass along or give STH to SB else; to give over (70.1%)

Ex: He **turned over** all the power to the new president.

Sense 3: Flip over, like the page of a book or a pancake (17%)

Ex: Students have to guess the word before they **turn over** the card.

145. TURN UP (Group 2)

(Spoken)

Sense 1: Yield/end up; be (or make STH be) found, discovered, or noticed (60.2%)

Ex: The lost dog **turned up** two miles down the road.

Sense 2: Increase the volume or level (22.7%)

Ex: Please **turn up** the sound a little.

Sense 3: Arrive or make an appearance somewhere (on their own volition) (15.4%)

Ex: All the football stars **turned up** at the show.

(Academic)

Sense 1: Yield/end up; be (or make STH be) found, discovered, or noticed (80.2%)

Ex: Several key pieces of evidence **turned up** in the second search of the house.

146. WAKE UP (Group 3)

Sense 1: Become (or make SB become) conscious after being asleep (92%)

Ex (spoken): I was so tired that I **woke up** at 10 this morning.

Ex (academic): The teacher **woke up** the students.

147. WALK OUT (Group 3)

Sense 1: Leave a place, person, or event, sometimes angrily in order to express demands (81.5%) for both registers

Ex (spoken): They **walked out** when their demands were not met.

Ex (academic): The teachers' union has asked all the teachers to **walk out** next Friday to force the school board to give them a pay increase.

148. WIND UP (Group 3)

Sense 1: End up in a specific situation, condition, or place, esp. an unfortunate one (93.3%) for spoken and (85.9) for academic writing

Ex (Spoken): How did you **wind up** being where you are?

Ex (Academic): Still, wild animals sometimes **wind up** in zoos.

149. WORK OUT (Group 1)

(Spoken)

Sense 3: Happen or develop in a particular way, often successfully (45.5%)

Ex: How's the writing **working out**, Lisa?

Sense 1: Solve a problem, plan, devise or think through STH (35.5%)

Ex: This is going to have to be **worked out**.

Sense 2: Exercise in order to improve health or strength (14.9%)

Ex: She **works out** every day after school.

(Academic)

Sense 1: Solve a problem, plan, devise or think through STH (75%)

Ex: The problem will have to be **worked out** next week.

Sense 3: Happen or develop in a particular way, often successfully (13.6%)

Ex: With good preparation, the plan should **work out**.

150. WRITE DOWN (Group 3)

Sense 1: Put words on paper (98%) for both registers

Ex (spoken): You should **write down** your name.

Ex (academic): Everyday, the students must **write down** what they have learned that day.

The Speaking and Academic Writing Phrasal Verb Pedagogical (S&AW PHaVE) List

(in frequency order)

Notes: 1. Each PV entry in the list contains the following information: (a) the PV and the group it belongs to, (b) its main meanings, including their definitions and usage percentages, in speaking and in academic writing respectively, and (c) an example sentence for each meaning written in almost exclusively GSL words (the first two thousand most common words. 2. Please refer to the Users' Manual for more information about this list including the PV grouping information as well as for the guidelines for using the list.

1. GO ON (Group 1)

(Spoken)

Sense 1: Happen/take place (76.2%)

Ex: There has been nothing **going on** like that.

Sense 2: Proceed, way to signal a transition (13.8%)

Ex: I don't believe the project will **go on** to the next stage without more money.

(Academic)

Sense 2: Proceed, way to signal a transition (54.4%)

Ex: We need to find out how many of these students **go on** to four-year colleges.

Sense 1: Happen or take place (34.3%)

Ex: A change of plan was **going on**.

2. PICK UP (Group 2)

(Spoken)

Sense 1: Get or take STH/SB from a place (44%)

Ex: He wants to be praised for doing something as small as **picking up** his socks.

Sense 2: Learn, hear, or get wind of (19%)

Ex: The children **picked up** the sound.

Sense 3: Continue; to form a new starting place (13%)

Ex: He **picked up** where I left off.

(Academic)

Sense 1: Get or take STH/SB from a place (53.3%)

Ex: The students **picked up** their pens and started taking notes.

Sense 2: Learn, hear, or get wind of (24.5%)

Ex: These students **picked up** on very small details in the story.

3. COME BACK (Group 3)

Sense 1: Return to a place or a conversation topic (96.5%) for both registers

Ex (spoken): She **came back** to the kitchen with a bottle of nice wine.

Ex (academic): We will **come back** to this point later in the paper.

4. COME UP (Group 1)

(Spoken)

Sense 2: (Be coming up) Be happening soon (62.5%)

Ex: The show is **coming up** next.

Sense 1: Bring forth or produce (13.2%)

Ex: We need to **come up** with new plans because we are under attack.

Sense 3: Move close to (typically the speaker) (12.7%)

Ex: Tom **came up** to me to say goodbye.

Sense 4: Arise or come to light (11.4%)

Ex: Is the issue **coming up** in any of these meetings?

(Academic)

Sense 1: Bring forth or produce (58.5%)

Ex: Other companies have also **come up** with helpful data.

Sense 4: Arise or come to light (18.6%)

Ex: These issues will soon **come up** to be judged.

Sense 3: Move close to (typically the speaker) (16.8%)

Ex: The students need to **come up** to the teacher to go over their answers.

5. GO BACK (Group 3)

Sense 1: Return to a place, time, situation, activity, or conversation topic (90%) for both registers

Ex (spoken): He washed the dishes and **went back** to his room.

Ex (academic): They have decided to **go back** to the issue at the next meeting.

6. FIND OUT (Group 3)

Sense 1: Discover STH; get knowledge of STH (100%) for both registers

Ex (spoken): We need to **find out** who did this to her.

Ex (academic): The researcher is trying to **find out** why the experiment failed.

7. COME OUT (Group 1)

(Spoken)

Sense 3: (Often *Come Out* + *And*) Announce, display, or emerge from STH else (40.5%)

Ex: She **came out** against the war and said she would not stand for it.

Sense 1: Physically leave, exit, or erupt from a place or object (31.5%)

Ex: We saw her as we **came out** of the building.

Sense 2: Become known/discovered, released, or issued like a film, book, CD, including certain idioms (23.7%)

Ex: The new film **came out** last week.

(Academic)

Sense 2: Become known/discovered, released, or issued like a film, book, CD, including certain idioms (32.5%)

Ex: It has **come out** that the school will close down.

Sense 3: (Often *Come Out* + *And*) Announce, display, or emerge from STH else (33.1%)

Ex: While the peace talks went on between the two parties, other groups **came out** against it.

Sense 1: Physically leave, exit, or erupt from a place or object (28.3%)

Ex: When he **came out** after the meeting, he met with the reporters.

8. GO OUT (Group 1)

(Spoken)

Sense 2: Go on a date or to a specific location (42.5%)

Ex: I don't **go out** and party.

Sense 1: (*Go out* + *of*) leave or move out, sometimes in the form of news traveling or being known (32.4%)

Ex: The car started to **go out** of the lane.

Sense 3: Take the field or go on a mission, often with a specific goal in mind (10.1%)

Ex: I'm **going out** there for a weight program.

(Academic)

Sense 1: (*Go out* + *of*) leave or move out, sometimes in the form of news traveling or being announced (35%)

Ex: Soon, news **went out** about the army's lack of food.

Sense 2: Go on a date or to a specific location (28.4%)

Ex: It is possible that some social activities, such as **going out** to a bar with friends, may encourage social integration and yet have negative effects.

Sense 4: Extinguish or be extinguished; to be cut off or eliminated (14.9%)

Ex: The store **went out** of business two years after it was opened.

Sense 5: Do STH extra for someone (*go out of someone's way*) (idiom) (10.2%)

Ex: In fact, the teacher often **goes out** of her way to help her students.

9. POINT OUT (Group 3)

Sense 1: Comment, notice, call attention to, or remark verbally or in writing (100%) for both registers

Ex (spoken): He **pointed out** that it was a lie.

Ex (academic): The researcher **points out** that there is not enough evidence.

10. GROW UP (Group 3)

Sense 1: Gradually advance in age and maturity (98%) for both registers

Ex (spoken): Seeing my children **growing up** is such a lovely thing.

Ex (academic): These plants will **grow up** very fast.

11. SET UP (Group 2)

(Spoken)

Sense 1: Arrange STH abstract or digital, like a meeting, plan, account, fund, or program etc. (57.7%)

Ex: They need to **set up** a situation where their children can play safely.

Sense 2: Build or install STH concrete, like a room, table, housing etc. (34.5%)

Ex: I am going to **set up** a home out here.

(Academic)

Sense 1: Arrange STH abstract or digital, like a meeting, plan, account, fund, or program etc. (64.2%)

Ex: The school **set up** this program to help children who live with single parents.

Sense 2: Build or install STH concrete, like a room, table, housing etc. (33%)

Ex: They **set up** a newsroom for this event.

12. TURN OUT (Group 3)

Sense 1: Prove or be discovered to happen or be (91%) for both registers

Ex (spoken): Her idea **turned out** to be smart.

Ex (academic): The experiment **turned out** to be very successful.

13. GET OUT (Group 2)

(Spoken)

Sense 1: Bring out of a closed space or specific location; to leave (literal meaning) (77.9%)

Ex: He **got out** of prison.

Sense 2: Escape a specific situation (more abstract) (10.6%)

Ex: I can't believe he **got out** of that speeding ticket.

(Academic)

Sense 1: Bring or move out of a closed space/specific location; to leave (literal meaning) (62.1%)

Ex: Few **got out** of the place safely.

Sense 2: Escape a specific situation (more abstract) (15.7%)

Ex: No one knew how to **get out** of this lie.

14. COME IN (Group 2)

(Spoken)

Sense 1: Enter a place or area (room, country, etc.) (60.6%)

Ex: We're going to have a big, beautiful door for people to **come in** legally.

Sense 2: Enter a situation or conversation, often by bringing STH else to the table or into play (more abstract version of Sense #1) (25.5%)

Ex: They **come in** and solve the murder.

Sense 3: Receive news, money, information, or some other non-concrete object (13.7%)

Ex: There's a report **coming in** right now.

(Academic)

Sense 1: Enter a place or area (room, etc.) (64.5%)

Ex: When he **came in** the room, all eyes were on him.

Sense 2: Enter a situation or conversation, often by bringing STH else to the table or into play (more abstract version of Sense #1) (20.2%)

Ex: The department needs someone to **come in** and change a few things.

Sense 3: Receive news, money, information, or some other non-concrete object (11.4%)

Ex: News has just **come in** that the operation was successful.

15. TAKE ON (Group 2)

(Spoken)

Sense 1: Undertake, handle, or challenge (role task, responsibility, problem, issue, etc.) (82.6%)

Ex: Team USA is **taking on** Team Canada in the hockey final.

Sense 2: Assume characteristics; to become/acquire (15.1%)

Ex: Tom **takes on** a very sad look.

(Academic)

Sense 1: Undertake, handle, or challenge (role task, responsibility, problem, issue, etc.) (60.4%)

Ex: He has **taken on** the role of teacher for these children.

Sense 2: Assume characteristics; to become/acquire (37.6%)

Ex: These discussions can **take on** many different forms.

16. GIVE UP (Group 2)

(Spoken)

Sense 1: Stop doing or having STH; abandon or surrender an activity, belief, possession (an object or implied object) (56.2%)

Ex: Are you ready to **give up** your old telephone for a new one?

Sense 2: Quit (similar to def #1 except no implied, concrete object) (39.5%)

Ex: He **gave up** on you.

(Academic)

Sense 1: Stop doing or having STH; abandon or surrender an activity, belief, possession (an object or implied object) (70.3%)

Ex: These children need to **give up** some playtime.

Sense 2: Quit (similar to def #1 except no implied, concrete object) (27.2%)

Ex: The students have learned to never **give up**.

17. MAKE UP (Group 1)

(Spoken)

Sense 4: Create or invent (31.8%)

Ex: He **made up** the story.

Sense 1: Form a whole/compose (20.8%)

Ex: You need more people to **make up** a team.

Sense 2: (*for*) compensate or correct (20.8%)

Ex: He works seven days a week to **make up** for the pay he lost.

Sense 3: (Make up one's mind) Make a decision (20.3%)

Ex: He **made up** his mind to become a dancer.

(Academic)

Sense 1: Form a whole/compose (82.2%)

Ex: Children's books **made up** a large part of the library.

18. END UP (Group 3)

Sense 1: Finally do STH or be in a particular place, state, or situation after doing STH or as a result of it, esp. unexpectedly (100%) for both registers

Ex (spoken): She **ended up** having to sell her car after her accident.

Ex (academic): The search **ended up** a failure.

19. GET BACK (Group 3)

Sense 1: Return to a place, position, state, activity, or conversation topic (also in regards to ownership) (89.4%) for spoken and (85.2%) for academic writing

Ex (Spoken): And that's what we have to **get back** to in this country.

Ex (Academic): It is time to **get back** to basic learning.

20. LOOK UP (Group 1)

(Spoken)

Sense 1: Raise one's eyes (54.9%)

Ex: I **looked up** and saw him walking away.

Sense 2: Respect; see SB as a role model (23%)

Ex: That baby will have a father to **look up** to.

Sense 3: Consult SB or STH to gain needed information (18.7%)

Ex: I **looked up** ways to fix my computer but found little new information online.

(Academic)

Sense 1: Raise one's eyes (54.4%)

Ex: When reading, we need to **look up** every ten minutes to rest our eyes.

Sense 3: Consult SB or STH to gain needed information (36.3%)

Ex: These students have been taught how to **look up** a word in the dictionary.

21. FIGURE OUT (Group 3)

Sense 1: Come to understand or determine STH (100%) for both registers

Ex (spoken): Despite her efforts, she couldn't **figure out** what had happened.

Ex (academic): The researcher is still trying to **figure out** the problem.

22. SIT DOWN (Group 3)

Sense 1: Move from a standing position to a sitting position (100%) for both registers.

Ex (spoken): Please **sit down** and have a drink.

Ex (academic): All participants must **sit down** before the meeting begins.

23. GET UP (Group 3)

Sense 1: Rise or cause to rise after lying in bed or sitting/kneeling (92%) for both registers

Ex (spoken): She **got up** from her chair and put on her shoes.

Ex (academic): Every student must **get up** when the teacher comes in.

24. TAKE OUT (Group 1)

(Spoken)

Sense 1: Remove something from a place, video, container, etc. (Abstract + physical sense) (55.8%)

Ex: There was a lot of video **taken out** or not shown.

Sense 4: Attack or physically harm a person, country, etc. (27.4%)

Ex: The old streetlight was **taken out** by a strong storm.

Sense 3: Obtain by legal process (11.3%)

Ex: He has **taken out** life insurance for his family.

(Academic)

Sense 1: Remove something from a place, video, container, etc. (Abstract + physical sense) (73%)

Ex: All students need to **take out** their books and place them on their desks.

Sense 3: Obtain by legal process (18.5%)

Ex: The school has decided to **take out** a large loan to build a new library.

25. COME ON (Group 1)

(Spoken)

Sense 1: Said to encourage SB to try harder, or do/say or not do/say STH (45.3%)

Ex: **Come on**. Go do it.

Sense 2: Said to show SB disbelief, disagreement, or anger (19.2%)

Ex: **Come on**. I cannot believe you said that.

Sense 3: Appear on a show/event (18.8%)

Ex: Thank you for **coming on** tonight.

Sense 4: (+adv) Go to a location (10.5%)

Ex: **Come on** in.

(Academic)

Sense 1: Said to encourage SB to try harder, or do/say or not do/say STH (32.4%)

Ex: **Come on**, students! You can all do this. (a quote)

Sense 5: Lights/device be on (15%)

Ex: The lights have **come on**.

Sense 4: (+adv) Go to a location (13.5%)

Ex: The researcher has **come on** down here for a visit for his research project.

Sense 6: Season/time... begin (11.1%)

Ex: Winter has **come on** so quickly that farmers must work inside.

26. GO DOWN (Group 1)

(Spoken)

Sense 3: Move from one place to another, especially one that is further south (metaphorically as well as literally) (29.3%)

Ex: I don't want to **go down** that road.

Sense 1: Move to a lower position (to fall, sink, lower, etc.) (25.2%)

Ex: If the plane crashes, all the rows are **going down**, not just the thirteenth row.

Sense 2: Decrease in value/amount, especially numerically; to wane or decrease (25%)

Ex: Our rates just **went down**.

Sense 4: Begin a downward trend; to lose or be defeated (10.7%)

Ex: And from that day, our relationship started **going down**, and we broke up a week later.

(Academic)

Sense 2: Decrease in value/amount, especially numerically; to wane or decrease (31.6%)

Ex: The amount of water **went down**.

Sense 1: Move to a lower position (to fall, sink, lower, etc.) (28.3%)

Ex: Japanese captains always **went down** with their ships.

Sense 3: Move from one place to another, especially one that is further south (metaphorically as well as literally) (23.1%)

Ex: He **went down** the same path as his teacher.

27. SHOW UP (Group 2)

(Spoken)

Sense 1: Make an appearance at a social, public, or professional gathering (83.2%)

Ex: No other people **showed up** for the meeting.

Sense 2: Become more visible or noticeable (not in a social way) (16.6%)

Ex: He was angry, but he didn't let his anger **show up** at the meeting.

(Academic)

Sense 1: Make an appearance at a social, public, or professional gathering (58.6%)

Ex: Few students **showed up** for the speech.

Sense 2: Become more visible or noticeable (not in a social way) (39.7%)

Ex: The effects of this disease have **shown up** in 50 children.

28. TAKE OFF (Group 1)

(Spoken)

Sense 1: Remove (34.7%)

Ex: He told me to **take off** my hat.

Sense 3: Leave the ground immediately (23.4%)

Ex: Some were seen **taking off** from the school when the fire broke out.

Sense 2: Leave a place suddenly; to travel or embark (21%)

Ex: The suspect is now **taking off**, running!

Sense 4: Become more powerful or successful (14.1%)

Ex: My shoe business **took off**.

(Academic)

Sense 1: Remove (40.3%)

Ex: Students must **take off** their shoes to enter this classroom.

Sense 4: Become more powerful or successful (26.6%)

Ex: This new field in education is now just **taking off**.

Sense 3: Leave the ground immediately (14.4%)

Ex: The airplane **took off** from Chicago.

Sense 2: Leave a place suddenly; to travel or embark (11.3%)

Ex: The class **takes off** on a field trip.

29. WORK OUT (Group 1)

(Spoken)

Sense 3: Happen or develop in a particular way, often successfully (45.5%)

Ex: How's the writing **working out**, Lisa?

Sense 1: Solve a problem, plan, devise or think through STH (35.5%)

Ex: This is going to have to be **worked out**.

Sense 2: Exercise in order to improve health or strength (14.9%)

Ex: She **works out** every day after school.

(Academic)

Sense 1: Solve a problem, plan, devise or think through STH (75%)

Ex: The problem will have to be **worked out** next week.

Sense 3: Happen or develop in a particular way, often successfully (13.6%)

Ex: With good preparation, the plan should **work out**.

30. STAND UP (Group 1)

(Spoken)

Sense 3: (*Stand up + for, against, and to*) Take someone's part in order to join or go against SB else (37.1%)

Ex: We should all **stand up** to this evil idea and stop it.

Sense 1: Rise to a standing position after sitting or lying down (31.3%)

Ex: He pushed away from the table and **stood up**.

Sense 2: (*Stand up + and + verb* often the verb *say*) Make public knowledge a privately held position (27.3%)

Ex: He **stood up** and told them he was gay.

(Academic)

Sense 3: (*Stand up + for, against, and to*) Take someone's part in order to join or go against SB else (38.9%)

Ex: Students need to **stand up** for their rights.

Sense 1: Rise to a standing position after sitting or lying down (34%)

Ex: When the teacher enters the classroom, the students should all **stand up**.

Sense 4: Remain firm despite criticism, pressure, etc. (13.1%)

Ex: This theory has **stood up** to the test of time.

Sense 2: (*Stand up + and + verb* often the verb *say*) Make public knowledge a privately held position (12.2%)

Ex: The girl **stood up** and told the class to stop telling her not to play football.

31. COME DOWN (Group 1)

(Spoken)

Sense 1: Move from a higher spatial location to a lower one; fall/land onto the ground (47.5%)

Ex: Several trees and power lines **came down**.

Sense 2: (*Come down + to*) Reduce itself to one particular thing that is the most important or the essential matter (22.5%)

Ex: Some of these debates **come down** to one thing: how to save more money.

Sense 4: Happen, take place, esp. so that the public can understand or see it (13.9%)

Ex: The big game **came down** last Tuesday when Chicago beat Boston.

(Academic)

Sense 1: Move from a higher spatial location to a lower one; fall/land onto the ground (39.6%)

Ex: The police **came down** here from Seattle to search for the thief.

Sense 2: (*Come down + to*) Reduce itself to one particular thing that is the most important or the essential matter (27%)

Ex: Feeling comfortable in one's body **comes down** to living a healthy life style.

Sense 4: Happen, take place, esp. so that the public can understand or see it (15.4%)

Ex: What would have happened if the case had **come down** a week before?

Sense 3: Decrease in amount or value (11.3%)

Ex: The cost of medicine has **come down** very little in recent years.

32. GO AHEAD (Group 3)

Sense 1: Proceed with a course of action without hesitation (99%) for both registers

Ex (spoken): **Go ahead** and ask me your question.

Ex (academic): The team decided to **go ahead** with the plan.

33. GO UP (Group 1)

(Spoken)

Sense 3: Rise, meaning increase in value or number (51%)

Ex: We see gas prices **going up** again.

Sense 4: Approach, come near, or draw close to STH (17.6%)

Ex: **Go up** to an ATM and insert your card to get the cash you need.

Sense 2: Actively travel up or climb with continual progress (14.9%)

Ex: I **went up** to San Francisco from Los Angeles.

(Academic)

Sense 3: Rise, meaning increase in value or number (44.2%)

Ex: The number of workers **went up** 56%.

Sense 2: Actively travel up or climb with continual progress (16.8%)

Ex: The researcher left the foot of the mountain and **went up**.

Sense 1: Arise (13%)

Ex: Smoke will begin to **go up** if the machine is not stopped now.

Sense 5: Approach, come near, or draw close to STH (10.5%)

Ex: All students are asked to **go up** to the lab.

34. LOOK BACK (Group 2)

(Spoken)

Sense 1: Think to or about a past event; to remember or reflect (89.3%)

Ex: When we **look back** to this day a year from now, I think there will be some changes.

(Academic)

Sense 1: Think to or about a past event; to remember or reflect (81.6%)

Ex: When the author **looked back** at his early writings, he remembered his young life.

Sense 2: Look at STH/SB again after having momentarily looked elsewhere (15.5%)

Ex: When the soldiers **looked back**, they could not see the city.

35. WAKE UP (Group 3)

Sense 1: Become (or make SB become) conscious after being asleep (92%)

Ex (spoken): I was so tired that I **woke up** at 10 this morning.

Ex (academic): The teacher **woke up** the students.

36. CARRY OUT (Group 2)

(Spoken)

Sense 1: Perform or complete (task, activity, study, experiment, attack, duties, etc.) (79%)

Ex: The search was **carried out** by local police.

Sense 2: Put into execution; implement (plan, ideas, wishes, orders, views, etc.) (18%)

Ex: Maybe not today or tomorrow, but this change will be **carried out**.

(Academic)

Sense 1: Perform or complete (task, activity, study, experiment, attack, duties, etc.) (87.6%)

Ex: The experiment was **carried out** by a famous researcher.

Sense 2: Put into execution; implement (plan, ideas, wishes, orders, views, etc.) (11.9%)

Ex: The new economic plan will still be **carried out**.

37. TAKE OVER (Group 3)

Sense 1: Gain control, management, or possession of STH/SB (task, job, political party, organization) (96.5%) for both registers

Ex (spoken): After her father died, she **took over** the company.

Ex (academic): The new teacher **took over** the class.

38. HOLD UP (Group 1)

(Spoken)

Sense 2: Stay strong during rough times; to persevere (more figurative than sense #5) (32.5%)

Ex: I think she **held up** remarkably well.

Sense 1: Hold STH above, often so others can see (26.6%)

Ex: The baby is **held up**.

Sense 3: Delay; to cause SB to be late for STH (16.6%)

Ex: She was **held up** in traffic for hours.

(Academic)

Sense 1: Hold STH above, often so others can see (36%)

Ex: The teacher **held up** the picture for the class to see.

Sense 2: Stay strong during rough times; to persevere (more figurative than sense #5) (31%)

Ex: This old theory does not **hold up** today.

Sense 4: Respect or highly regard SB or STH: to see this as an example (20.2%)

Ex: These do not **hold up** as examples of law and order.

Sense 3: Delay; to cause SB to be late for STH (11.3%)

Ex: The country's payment to the banks was being **held up** in delays.

39. PULL OUT (Group 1)

(Spoken)

Sense 2: Back out, leave, or quit unexpectedly (49.4%)

Ex: There are big punishments if we were to **pull out**.

Sense 1: Take out/remove STH or SB from a container, thing or place (42.9%)

Ex: He walked in there and **pulled out** some old clothes.

(Academic)

Sense 1: Take out/remove STH or SB from a container, thing or place (65.3%)

Ex: The machine will **pull out** all the metal objects.

Sense 2: Back out, leave, or quit unexpectedly (26.6%)

Ex: The US has **pulled out** of the agreement.

40. TURN AROUND (Group 2)

(Spoken)

Sense 1: Move so as to face in the opposite direction (54.3%)

Ex: **Turn around**, Mike, and you will see us.

Sense 2: Bring about a change or sudden shift, usually making STH become better or more successful than it previously was; often relating to economy and business (28.3%)

Ex: He really **turned around** the car company.

Sense 3: (*Turn around + and*) This idiom implies a metaphorical shift that then relates to a decision or request being made; this shift often justify a decision being made (17.4%)

Ex: They would **turn around** and find themselves on TV the next day.

(Academic)

Sense 1: Move so as to face in the opposite direction (47.4%)

Ex: The students have to **turn around** with their backs toward the teacher when doing this activity.

Sense 2: Bring about a change or sudden shift, usually making STH become better or more successful than it previously was; often relating to economy and business (40.3%)

Ex: A discussion helped **turn around** the teacher's negative feelings.

Sense 3: (*Turn around + and*) This idiom implies a metaphorical shift that then relates to a decision or request being made; this shift often justify a decision being made (12.3%)

Ex: The organization then **turns around** and begins to destroy the human rights movements in this country.

41. TAKE UP (Group 1)

(Spoken)

Sense 2: Discuss or deal with an issue, idea, matter, etc. (30.7%)

Ex: The teachers will **take up** this issue tomorrow.

Sense 1: Use a specific amount of time or effort (24.5%)

Ex: This case has **taken up** so much of my life.

Sense 3: Begin a specific job, activity, or hobby (16.2%)

Ex: He even **took up** painting himself.

Sense 4: Grab an object, often moving it from a lower to a higher position (11.8%)

Ex: I have to **take up** the carpet before I start beating it.

(Academic)

Sense 3: Begin a specific job, activity, or hobby (38.7%)

Ex: Many students have **taken up** swimming as a way to exercise.

Sense 2: Discuss or deal with an issue, idea, matter, etc. (19.5%)

Ex: The school board has decided to **take up** the issue at its next meeting.

Sense 1: Use a specific amount of time or effort (17.3%)

Ex: The project **took up** a large amount of their time.

42. LOOK DOWN (Group 2)

(Spoken)

Sense 1: Lower one's eyes to see what is below (82.9%)

Ex: She **looked down** to see what she stepped on.

Sense 2: Regard SB/STH as unimportant or with a disrespect (15.9%)

Ex: You have no right to **look down** on women.

(Academic)

Sense 1: Lower one's eyes to see what is below (70.3%)

Ex: The students **looked down** at the floor when they heard this sad story.

Sense 2: Regard SB/STH as unimportant or with a disrespect (26.2%)

Ex: It is wrong for them to **look down** on farmers.

43. PUT UP (Group 2)

(Spoken)

Sense 3: Raise, erect, rear, set up, contribute or donate (44%)

Ex: We don't often **put up** clocks.

Sense 2: (Often *put up + with*) Endure, tolerate, support, bear, or stand (24.3%)

Ex: Many people do not want to **put up** with that.

Sense 1: Post: to put in a place where it is noticed (18.4%)

Ex: They **put up** so many signs.

(Academic)

Sense 3: Raise, erect, rear, or set up (37.1%)

Ex: The teacher **put up** a white board in the classroom.

Sense 2: (Often *put up + with*) Endure, tolerate, support, bear, or stand (27.7%)

Ex: Some view fast food as a necessary evil that we have to **put up** with.

Sense 1: Post; to put in a place where it is noticed (16%)

Ex: The school **put up** the new policy on its webpage as soon as it became effective.

44. BRING BACK (Group 2)

(Spoken)

Sense 1: Return or take back, bring back from the point of departure (active or passive); referring mostly to tangible objects (50.9%)

Ex: We will **bring back** the group to discuss this question.

Sense 2: Revive or carry STH intangible: an idea, ideology, activity, etc. (a more figurative meaning of Sense 1) (49.1%)

Ex: This time, they are **bringing back** the old idea of punishing those who did not follow this rule.

(Academic)

Sense 1: Return or take back, from the point of departure (active or passive); referring mostly to tangible objects (54.5%)

Ex: The two sides were **brought back** to the meeting room.

Sense 2: Revive or carry STH intangible: an idea, ideology, activity, etc. (a more figurative meaning of Sense 1) (45.5%)

Ex: Students should do interviews and **bring back** information to the class.

45. BRING UP (Group 2)

(Spoken)

Sense 1: Raise for discussion; to bring attention to or introduce a larger topic (77.5%)

Ex: I'm glad he **brought up** this issue because the environment is a major concern.

Sense 2: Care for or be responsible for SB or STH; to raise from childhood (12.4%)

Ex: Children are often being **brought up** very differently.

(Academic)

Sense 1: Raise for discussion; to bring attention to or introduce a larger topic (46.8%)

Ex: President Obama **brought up** Social Security at the meeting.

Sense 2: Care for or be responsible for SB or STH; to raise from childhood (34.9%)

Ex: Many children from this area were **brought up** without learning basic life skills.

Sense 3: Physically raise from a lower to a higher position, esp. via lifting or carrying (10.8%)

Ex: The sea sample **brought up** several hundred small things, including small fish.

46. LOOK OUT (Group 2)

(Spoken)

Sense 1: Look with one's eyes at an object (or imagining what another object might see if it had eyes): relating to visually seeing STH or SB (51%)

Ex: She **looked out** and saw her husband coming home.

Sense 2: Take care of SB or STH and make sure they are well; protect SB or STH's interests (28.1%)

Ex: Please always remember we are **looking out** for you.

Sense 3: Notice or ask someone to notice STH by being extra focused or careful (17.9%)

Ex: Well, there are a couple of signs that you should **look out** for.

(Academic)

Sense 1: Look with one's eyes at an object (or imagining what another object might see if it had eyes): relating to visually seeing STH or SB (69.5%)

Ex: The office **looks out** on a park.

Sense 2: Take care of SB or STH and make sure he/she/they are well; protect SB or STH's interests (16.3%)

Ex: The union needs to **look out** for its workers.

Sense 3: Notice or ask someone to notice STH by being extra vigilant or careful (10.8%)

Ex: The police have told the public to **look out** for this criminal.

47. BRING IN (Group 1)

(Spoken)

Sense 2: Ask SB (bring SB in) to do a particular job or task (51.8%)

Ex: He was **brought in** to beat the other team.

Sense 1: Bring STH (or SB) to a place or situation (29.9%)

Ex: They **brought in** some food.

Sense 3: Mention/raise (bring in) abstract thing such as questions, ideas, evidence, verdict (10.4%)

Ex: They have **brought in** some new questions.

(Academic)

Sense 1: Bring STH (or SB) to a place or situation (40.3%)

Ex: The police **brought in** some new weapons.

Sense 2: Ask SB (bring SB in) to do a particular job or task (28.2%)

Ex: The researcher was **brought in** to lead the new research team.

Sense 3: Mention/raise (bring in) abstract thing such as questions, ideas, evidence, verdict (22.8%)

Ex: The city government **brought in** the best evidence they had.

48. OPEN UP (Group 1)

(Spoken)

Sense 1: Become or make STH available or possible, less limited (52.4%)

Ex: They have **opened up** talks with their neighbors about safety issues.

Sense 2: Open or cause STH to become open (21.9%)

Ex: They have decided to **open up** the gate.

Sense 3: Start to operate or function or cause to start operating or functioning (13.2%)

Ex: Mark **opened up** a grocery store.

Sense 4: Talk freely and without fear (12.4%)

Ex: After a few minutes, they really **opened up** and started talking.

(Academic)

Sense 1: Become or make STH available or possible, less limited (85.2%)

Ex: This **opens up** an opportunity to question the new policy.

Sense 2: Open or cause STH to become open (10.2%)

Ex: Add the tea and boil the water for about 5 minutes, until the leaves have **opened up**.

49. CHECK OUT (Group 3)

Sense 1: Have a look at; examine STH/SB (esp. to get more information or make a judgement) (97%) for both registers

Ex (spoken): **Check out** our website for more information.

Ex (academic): The student **checked out** two books from the library.

50. MOVE ON (Group 1)

(Spoken)

Sense 1: Start doing, reading, discussing STH new (job, activity, conversation topic, etc.) (57.9%)

Ex: She has **moved on** to talk about why she wants to be a lawyer.

Sense 3: Forget about a difficult experience and move forward mentally or emotionally (32.2%)

Ex: Of course, he **moved on**. He had no choice.

(Academic)

Sense 1: Start doing, reading, discussing STH new (job, activity, conversation topic, etc.) (64.7%)

Ex: The class then **moved on** to a new reading activity.

Sense 2: Change physical location (spot, room, country) (23.1%)

Ex: The meeting **moved on** to a new site.

Sense 3: Forget about a difficult experience and move forward mentally or emotionally (12.2%)

Ex: The doctor encouraged his patient to **move on** with her life.

51. PUT OUT (Group 1)

(Spoken)

Sense 1: Make something known/release to the public (85.3%)

Ex: All the things he **put out** there are real problems.

(Academic)

Sense 1: Make something known/release to the public (44.8%)

Ex: The school has **put out** the information to the public.

Sense 2: Prevent from burning, shining; to eliminate or remove (27.3%)

Ex: They are trained to **put out** fires in the safest ways.

Sense 3: Physically place an object out to use it (21.3%)

Ex: The wild animals have not eaten the food that the farmers **put out**.

52. LOOK AROUND (Group 3)

Sense 1: Examine a place or one's surroundings so as to view it; to look for a particular thing (100%) for both registers

Ex (spoken): They entered the shop and **looked around**, but nobody was there.

Ex (academic): The police **looked around** the house before they entered it.

53. CATCH UP (Group 1)

(Spoken)

Sense 1: (*Be/Get + caught up*) Become involved in STH which prevents SB from making progress or moving forward; a form of emotional or literal entanglement (32.9%)

Ex: He never thought he would get **caught up** in something like this.

Sense 2: Reach a point where one should already theoretically be or where SB else already is: to reach the same level or standard as SB who is more advanced or at a different emotional position (27.3%)

Ex: Many working women have **caught up** with men in pay.

Sense 3: Engage in conversation and learn more about SB (23.3%)

Ex: It was so nice to be able to **catch up** with Susan.

(Academic)

Sense 2: Reach a point where one should already theoretically be or where SB else already is: to reach the same level or standard as SB who is more advanced or at a different emotional position (46.1%)

Ex: It is difficult for these students to **catch up**.

Sense 1: (*Be/Get + caught up*) Become involved in STH which prevents SB from making progress or moving forward; a form of emotional or literal entanglement (40.6%)

Ex: Several male filmmakers have become **caught up** in the me-too movement.

54. GO IN (Group 3)

Sense 1: Enter (a place, area, room, building) (90%) for both registers

Ex (spoken): The restaurant looks really nice; let's **go in** and have lunch.

Ex (academic): The police **went in** soon after.

55. BREAK DOWN (Group 1)

(Spoken)

Sense 1: Stop working or functioning; fail or collapse (vehicle, device, relationship, negotiations) (36.2%)

Ex: His car **broke down**.

Sense 2: Divide or separate into categories or smaller parts so as to make it easier to understand or deal with (23.1%)

Ex: The group is **broken down** into five small groups.

Sense 3: Lose control of one's emotions; to cry or be very upset (22.4%)

Ex: I just **broke down** crying.

(Academic)

Sense 2: Divide or separate into categories or smaller parts so as to make it easier to understand or deal with (32.7%)

Ex: Table 2 **breaks down** the students in three categories.

Sense 1: Stop working or functioning; fail or collapse (vehicle, device, relationship, negotiations, etc.) (28.7%)

Ex: The new system **broke down** two days after it was set up.

Sense 4: Crush or eliminate (20.9%)

Ex: To succeed, women today still have to **break down** many barriers.

Sense 5: Experience chemical decomposition; to break down into different substances (14.2%)

Ex: This new product can **break down** most waste materials.

56. GET OFF (Group 1)

(Spoken)

Sense 1: Leave a car, ship, place, etc. (36.2%)

Ex: He **got off** the train quickly.

Sense 4: Suddenly stop doing STH (28.7%)

Ex: I just **got off** the phone with your prime minister.

Sense 3: Be acquitted; to get away with a lighter sentence/punishment than deserved (11.9%)

Ex: No one **gets off** the hook on this one.

Sense 2: Begin something in a certain way (10.9%)

Ex: I don't think the movement would have **gotten off** of the ground without their help.

(Academic)

Sense 1: Leave a car, ship, place, etc. (37.3%)

Ex: Drivers should wait until every student **gets off** the school bus.

Sense 2: Begin something in a certain way (28.6%)

Ex: George Bush **got off** to a fast start on these two important issues.

Sense 4: Suddenly stop doing STH (16.2%)

Ex: Those who are on this medicine should not **get off** it suddenly and completely.

57. KEEP UP (Group 1)

(Spoken)

Sense 1: Maintain a pace; to measure up (54%)

Ex: You can't **keep up** with him.

Sense 2: Prolong or sustain (21.5%)

Ex: **Keep up** the good work.

Sense 4: Be informed or to follow a specific story, person, etc. (15.8%)

Ex: Did you **keep up** with him and his life?

(Academic)

Sense 1: Maintain a pace; to measure up (63.2%)

Ex: For the most part, the standards have **kept up** with these changes.

Sense 4: Be informed or to follow a specific story, person, etc. (17.5%)

Ex: That requires **keeping up** with the changes in science and technology.

58. PUT DOWN (Group 1)

(Spoken)

Sense 1: Place STH/SB on the floor or on a flat surface (33.8%)

Ex: What do you want us to do when we **put down** the book and get up from the chair?

Sense 4: Put into action or make record of via speech, actions, writing etc. (21.5%)

Ex: You can **put down** your parents' address on this form.

Sense 3: End SB/STH's life; to destroy (16.1%)

Ex: The guards often have to **put down** fights in the prison.

Sense 2: Demean or insult, often verbally (15.9%)

Ex: It's not good to **put down** your co-workers.

Sense 5: Start from the beginning; to make an initial investment (10.8%)

Ex: He **put down** 5% on the house.

(Academic)

Sense 1: Place STH/SB on the floor or on a flat surface (40%)

Ex: More seeds need to be **put down** in the spring.

Sense 3: End SB/STH's life; to destroy (30.3%)

Ex: Soldiers have been moved in to **put down** the drug trade.

Sense 4: Put into action or make record of via speech, actions, writing etc. (11.1%)

Ex: The students were asked to **put down** an answer for every question.

Sense 5: Start from the beginning; to make an initial investment (10.8%)

Ex: Their work has helped **put down** a solid foundation for this project.

59. REACH OUT (Group 3)

Sense 2: Make an effort to address or communicate with SB, so as to help them or involve them in some way (90.5%) for spoken and (91%) for academic writing

Ex (Spoken): Now we're really **reaching out** to people who are going through hard times.

Ex (Academic): The government has begun **reaching out** to African Americans and other people of color for help.

60. GO OFF (Group 2)

(Spoken)

Sense 1: Physically move to a different area or go somewhere, usually for a specific purpose (35.8%)

Ex: I wished her well before I **went off** somewhere else.

Sense 3: Explode (bomb) or be fired (gun) (27.4%)

Ex: So, someone planted a bomb that can kill many people, and it's about to **go off**, and they will not say where it is.

Sense 2: Give a loud noise or sudden light as a signal or warning (15.6%)

Ex: The alarm clock **went off**.

(Academic)

Sense 1: Physically move to a different area or go somewhere, usually for a specific purpose (54.6%)

Ex: In all cases, the two pieces **go off** in opposite directions with great energy.

Sense 3: Explode (bomb) or be fired (gun) (13.9%)

Ex: The bomb **went off** as planned.

Sense 2: Give a loud noise or sudden light as a signal or warning (13.4%)

Ex: Go to a safe place when fire alarms **go off**.

61. CUT OFF (Group 2)

(Spoken)

Sense 2: A more figurative sense: end, obstruct, or stop doing STH; to separate or be separated from or not provided with money, communication, water flow, etc. either by political, familial, or natural elements/reasons (67.5%)

Ex: The flood **cut off** their food supply.

Sense 1: A very literal sense: remove a part of something by cutting it (21.8%)

Ex: They **cut off** all the tree branches that were in their way.

(Academic)

Sense 2: A more figurative sense: end, obstruct, or stop doing STH; to separate or be separated from or not provided with money, communication, water flow, etc.) either by political, familial, or natural elements (62.2%)

Ex: Their communication with the outside world has been **cut off**.

Sense 1: A very literal sense: remove a part of something by cutting it (28.7%)

Ex: The doctor decided not to **cut off** his seriously injured leg.

62. TURN BACK (Group 1)

(Spoken)

Sense 2: Go back in the direction SB/STH has come from either literally or figuratively (24%)

Ex: We can't **turn back** to our old way of life; it's not healthy.

Sense 5: Idioms relating to time or clocks; to travel back to past moment in time (20.5%)

Ex: This decision **turned back** the clock on economic change.

Sense 4: Return to something that has already been discussed or put into action; to shift the focus back on an event or person (20.3%)

Ex: Tom, I'll **turn back** to you after I answer her question.

Sense 3: Drive out or hold back; push back or check the influence of (16%)

Ex: Because it's full, the park started to **turn back** visitors after 11.

Sense 1: Turn around so as to face the opposite direction (12.4%)

Ex: I **turned back** to say goodbye, but he was already gone.

(Academic)

Sense 2: Go back in the direction SB/STH has come from either literally or figuratively (23.3%)

Ex: These immigrants would rather die than **turn back** because of the political and economic crisis in their home countries.

Sense 3: Drive out or hold back; push back or check the influence of (21.9%)

Ex: Many more soldiers would be needed to **turn back** their enemies.

Sense 4: Return to something that has already been discussed or put into action; to shift the focus back on an event or person (20.1%)

Ex: With the Court's decision finally known, attention **turned back** to the new laws.

Sense 5: Idioms relating to time or clocks; to travel back to past moment in time (14.2%)

Ex: No one can really **turn back** the clock on this issue.

Sense 1: Turn around so as to face the opposite direction (13.7%)

Ex: Before the students march out of the school gate, they will all **turn back** to say goodbye to their teachers.

63. PULL UP (Group 1)

(Spoken)

Sense 1: Cause STH (person or vehicle) to stop (60.6%)

Ex: Joe had **pulled up** in front of the house.

Sense 2: Lift something; to move from a lower to a higher position (25.8%)

Ex: They were waiting to **pull up** their tents.

Sense 3: Extract (usually via technology) to examine or aid (10.8%)

Ex: They **pulled up** her old picture to see if she looked the same.

(Academic)

Sense 2: Lift something; to move from a higher to a lower position (47.1%)

Ex: They **pulled up** a little boat from the bottom of the river.

Sense 1: Cause STH (person or vehicle) to stop (31.9%)

Ex: The police car **pulled up** in front of them.

Sense 3: Extract (usually via technology) to examine or aid (11.6%)

Ex: He **pulled up** these news websites to search for updates on the story.

64. SET OUT (Group 2)

(Spoken)

Sense 1: (Often *set out + to*) Start doing or working on STH, esp. with a specific goal in mind (this includes traveling and journeying) (76.3%)

Ex: They **set out** to show how their new car is much safer than their old ones.

Sense 2: (Often *set out + in*) Lay out orderly or logically in a line (sometimes in writing) or as if in a line; to describe SB or STH in a specific way (23.7%)

Ex: The steps for running the program are **set out** in the handbook.

(Academic)

Sense 1: (Often *set out + to*) Start doing or working on STH, esp. with a specific goal in mind (this includes traveling and journeying) (54%)

Ex: This article **sets out** to show the new dangers that the world is now facing.

Sense 2: (Often *set out + in*) Lay out orderly or logically in a line (sometimes in writing) or as if in a line; to describe SB or STH in a specific way (46%)

Ex: The students are taught to first **set out** a clear outline for every article they write.

65. CLEAN UP (Group 2)

(Spoken)

Sense 1: Get rid of dirt pollution, or other dirty/unhealthy things in a place or area (63%)

Ex: Everything in this room has to be **cleaned up**.

Sense 2: Make STH free from dangerous, unacceptable or controversial activities or contents (33.8%)

Ex: You must **clean up** the area after the war.

(Academic)

Sense 1: Get rid of dirt pollution, or other dirty/unhealthy things in a place or area (72.6%)

Ex: The city is **cleaning up** all the trash left behind by the football players.

Sense 2: Make STH free from dangerous, unacceptable or controversial activities or contents (24.5%)

Ex: The government must **clean up** this law and severely punish the criminals.

66. SHUT DOWN (Group 3)

Sense 1: Stop (or make STH stop) working or operating (machine, computer, business, premise, strategy) (94%) for both registers

Ex (spoken): You should **shut down** your computer at night to save electricity.

Ex (academic): The school **shut down** the program.

67. TURN OVER (Group 1)

(Spoken)

Sense 1: Pass along or give STH to SB else; to give over (79.4%)

Ex: He **turned over** all the papers to the new teacher.

Sense 2: Upset or overturn both figuratively and literally (12.1%)

Ex: Every time I **turn over** in my bed, my husband puts me back.

(Academic)

Sense 1: Pass along or give STH to SB else; to give over (70.1%)

Ex: He **turned over** all the power to the new president.

Sense 3: Flip over, like the page of a book or a pancake (17%)

Ex: Students have to guess the word before they **turn over** the card.

68. SLOW DOWN (Group 3)

Sense 1: Move, proceed or progress at a slower pace (vehicle, economy) (88.5%) for both registers

Ex (spoken): Things began to **slow down** after 8 o'clock.

Ex (academic): The economy has **slowed down**.

69. WIND UP (Group 2)

Sense 1: End up in a specific situation, condition, or place, esp. an unfortunate one (93.3%) for spoken and (85.9) for academic writing

Ex (Spoken): How did you **wind up** being where you are?

Ex (Academic): Still, wild animals sometimes **wind up** in zoos

.

70. TURN UP (Group 2)

(Spoken)

Sense 1: Yield/end up; be (or make STH be) found, discovered, or noticed (60.2%)

Ex: The lost dog **turned up** two miles down the road.

Sense 2: Increase the volume or level (22.7%)

Ex: Please **turn up** the sound a little.

Sense 3: Arrive or make an appearance somewhere (on their own volition) (15.4%)

Ex: All the football stars **turned up** at the show.

(Academic)

Sense 1: Yield/end up; be (or make STH be) found, discovered, or noticed (80.2%)

Ex: Several key pieces of evidence **turned up** in the second search of the house.

71. LINE UP (Group 1)

(Spoken)

Sense 3: [People] Form a line (47.5%)

Ex: Many have **lined up** to see the actor.

Sense 1: Have things form a line; to align (29.5%)

Ex: She always has her shoes **lined up** in her closet.

Sense 2: Arrange for STH; to prepare (18.4%)

Ex: It was all **lined up** for her to go.

(Academic)

Sense 1: Have things form a line; align (43.8%)

Ex: There is no need to **line up** the points of the score in a specific way.

Sense 3: [People] Form a line (35.2%)

Ex: Both teams **lined up**, facing each other.

Sense 2: Arrange for STH; to prepare (18%)

Ex: All the necessary things for the meeting are in order and have been **lined up**.

72. TAKE BACK (Group 1)

(Spoken)

Sense 2: Repossess: regain possession or control (51.1%)

Ex: We need to **take back** our country.

Sense 1: Bring back to the point of departure; to return to a place or time period (25%)

Ex: This needs to be **taken back** to the museum.

Sense 3: Unsay or withdraw (20.5%)

Ex: I would like to **take back** what I just said because it was not true.

(Academic)

Sense 1: Bring back to the point of departure; to return to a place or time period (54.5%)

Ex: The farmers are trying to **take back** the land the government took from them.

Sense 2: Repossess: regain possession or control (30.1%)

Ex: The government is **taking back** some of the control they gave the schools.

Sense 3: Unsay or withdraw (10.9%)

Ex: While we cannot **take back** what has happened, we can learn from our mistakes.

73. LAY OUT (Group 2)

(Spoken)

Sense 1: Describe, represent, put forth, or explain STH clearly or in detail, often in writing or publicly during a presentation/speech (90.8%)

Ex: For me, closing arguments are about **laying out** the facts.

(Academic)

Sense 1: Describe, represent, put forth, or explain STH clearly or in detail, often in writing or publicly during a presentation/speech (74%)

Ex: The speaker **laid out** her argument at the beginning of the speech.

Sense 2: Spread or put/build STH on a flat surface, so it can be seen or used (24.2%)

Ex: The items were all **laid out** on the tables for visitors to see.

74. GO OVER (Group 1)

(Spoken)

Sense 1: Move towards a place or person, usually by physically crossing an area (room, city, country) (52%)

Ex: We **went over** to San Diego.

Sense 2: Examine, discuss, seriously think about STH in detail in order to understand or remember it better, or ensure that it is correct (22.2%)

Ex: We **went over** the story three times with her to make sure we had it right.

(Academic)

Sense 2: Examine, discuss, seriously think about STH in detail in order to understand or remember it better, or ensure that it is correct (48.9%)

Ex: In **going over** the various parts of the article, we found a few minor issues.

Sense 1: Move towards a place or person, usually by physically crossing an area (room, city, country) (24.6%)

Ex: The president **went over** to United Nations to discuss this issue with the leaders of other countries.

75. HANG UP (Group 1)

(Spoken)

Sense 1: Finish a conversation on the telephone by in some way ending the phone call (65%)

Ex: I **hung up** the phone.

Sense 2: Cause SB to be distracted or delayed, often because SB is very invested in a specific issue (18.2%)

Ex: You know, I'm not as **hung up** on this sentence as others.

Sense 3: Cause STH to be hung or suspended (literally or figuratively) (16.8%)

Ex: I might **hang up** my clothes.

(Academic)

Sense 1: Finish a conversation on the telephone by in some way ending the phone call (45.4%)

Ex: After **hanging up** the phone, the President explained the call to his staff.

Sense 3: Cause STH to be hung or suspended (literally or figuratively) (33%)

Ex: The school has decided to **hang up** a big picture of the team in the big hallway.

Sense 2: Cause SB to be distracted or delayed, often because SB is very invested in a specific issue (21.5%)

Ex: The speaker told the audience to stop being **hung up** about the past and focus instead on the future.

76. GO THROUGH (Group 1)

(Spoken)

Sense 1: Undergo or experience STH (process, stage, steps, etc.) often STH that involves difficult or unpleasant emotions (65%)

Ex: Anyone **going through** something like this really needs to find a good doctor.

Sense 3: Thoroughly explain, study, or inspect STH: to meticulously investigate a situation (11.9%)

Ex: The judge will have to **go through** this very closely.

(Academic)

Sense 1: Undergo or experience STH (process, stage, steps, etc.) often STH that involves difficult or unpleasant emotions (69.9%)

Ex: The music world is **going through** a major change.

Sense 4: One object or person physically moving past or into STH else, usually into a different location; to travel (10.5%)

Ex: The line **goes through** the center of the chart.

Sense 3: Thoroughly explain, study, or inspect STH: to meticulously investigate a situation (10.4%)

Ex: Students must **go through** the article one more time to find and correct errors.

77. HOLD ON (Group 1)

(Spoken)

Sense 2: Wait for a short time, generally as a request (69.1%)

Ex: Oh great, **hold on**, Mike. I'll get to that question next.

Sense 1: Refuse to let go of STH (29%)

Ex: But we can **hold on** to the things we have.

(Academic)

Sense 1: Refuse to let go of STH (95.3%)

Ex: To complete it successfully, one must **hold on** for much longer.

78. PAY OFF (Group 1)

(Spoken)

Sense 1: Pay the complete amount of (more monetary-based) (50.6%)

Ex: I'm still **paying off** my third house.

Sense 2: Pay; effort spent in doing something that involves hard work (43.8%)

Ex: Brushing your teeth could really **pay off** with a winning smile.

(Academic)

Sense 2: Pay; effort spent in doing something that involves hard work (66.5%)

Ex: Training in the summer **paid off** for the football team in the fall.

Sense 1: Pay the complete amount of (more monetary-based) (30%)

Ex: By the end of this year, the school will **pay off** all its debt.

79. HOLD OUT (Group 1)

(Spoken)

Sense 2: Hold STH as likely to happen or succeed (hope, possibility, prospect, promise) (27%)

Ex: We don't want to **hold out** false hope.

Sense 3: Resist, withstand, hold firm, endure, survive, or last (26.9%)

Ex: They were going to have to **hold out** for a long time.

Sense 4: Wait for a long period of time for something desirable (21%)

Ex: The people chose a vision to **hold out** the greatest opportunity.

Sense 5: Point out, emphasize or display (12.7%)

Ex: Healthcare can be **held out** as a bad thing for recovery.

Sense 1: Reach out a hand toward or move one's hand or an object in one's hand forward or towards SB, in order to grab or give (10.4%)

Ex: I **held out** my hand and caught one.

(Academic)

Sense 2: Hold STH as likely to happen or succeed (hope, possibility, prospect, promise) (48%)

Ex: Their ideas **held out** the promise for a better future.

Sense 1: Reach out a hand toward or move one's hand or an object in one's hand forward or towards SB, in order to grab or give (16.1%)

Ex: The girls **held out** flowers to welcome the visiting president.

Sense 5: Point out, emphasize or display (12.8%)

Ex: The Bush government **held out** the creation of 800,000 new jobs in the last two months as an important accomplishment.

Sense 3: Resist, withstand, hold firm, endure, survive, or last (12%)

Ex: Several banks were still trying to **hold out** against money increases.

Sense 4: Wait for a long period of time for something desirable (10.6%)

Ex: The investors are **holding out** for better opportunities.

80. BREAK UP (Group 1)

(Spoken)

Sense 1: End or cause STH to end or fail, esp. relationships (76.8%)

Ex: Karen's marriage **broke up**.

Sense 2: Divide into smaller parts or component (20%)

Ex: They wanted to **break up** the large percentage of poor people and move them to different places.

(Academic)

Sense 2: Divide into smaller parts or components (53.8%)

Ex: They decided to **break up** the tests across different times.

Sense 1: End or cause STH to end or fail, esp. relationships (45.8%)

Ex: The teacher had to **break up** the fight.

81. BRING OUT (Group 1)

(Spoken)

Sense 3: Physically carry STH and present it (45.7%)

Ex: He **brought out** his birth certificate.

Sense 1: Make a particular detail, quality or feeling more noticeable than it usually is: to reveal, start, or emphasize/highlight (35.1%)

Ex: The picture really **brings out** the color in her face.

Sense 2: Make available for the public to see or buy, esp. films, cds, objects, etc.; to introduce (18.2%)

Ex: That **brings out** the problem of homeless people.

(Academic)

Sense 1: Make a particular detail, quality or feeling more noticeable than it usually is: to reveal, start, or emphasize/highlight (60.6%)

Ex: This sad event has **brought out** the best in this city.

Sense 3: Physically carry STH and present it (21%)

Ex: Every family here **brought out** something for the people who lost their homes during the fire.

Sense 2: Make available for the public to see or buy, esp. films, cds, objects, etc.; to introduce (16.7%)

Ex: Some students **brought out** their suggestions during the discussion.

82. PULL BACK (Group 1)

(Spoken)

Sense 2: (Often *Pull back + from*) More figuratively withdraw or remove support (54.1%)

Ex: The governor has **pulled back** from a lot of his earlier speeches.

Sense 1: Physically and actively withdraw, retreat, shift over, or pull backwards (45.2%)

Ex: The troops will **pull back** to their original position.

(Academic)

Sense 1: Physically and actively withdraw, retreat, shift over, or pull backwards (58.6%)

Ex: The doctor had him **pull back** his left arm several times.

Sense 2: (Often *Pull back + from*) More figuratively withdraw or remove support (40.6%)

Ex: The President liked to **pull back** before making any specific promises.

83. HANG ON (Group 1)

(Spoken)

Sense 1: Wait for a short time (51%)

Ex: Please **hang on** for a minute.

Sense 2: Refuse to let go; to persevere (either literally or metaphorically) (44.7%)

Ex: He needs to **hang on** in college for one more year.

(Academic)

Sense 2: Refuse to let go; to persevere (either literally or metaphorically) (46.2%)

Ex: This practice **hung on** until very recently.

Sense 3: Have STH hung from or connected to another thing usually higher (42.7%)

Ex: There was not anything for this piece to **hang on** to.

84. BUILD UP (Group 1)

(Spoken)

Sense 2: Figuratively create, work up, or increase the size of (a non physical object) (49.6%)

Ex: We have to **build up** power.

Sense 1: Make bigger, develop, or increase by degrees or stages, change use of or make use of a physical object, structure, entity, etc. (47.2%)

Ex: A lot of dirt has **built up** in the machine.

(Academic)

Sense 1: Make bigger, develop, or increase by degrees or stages, change use of or make use of a physical object, structure, entity, etc. (50.8%)

Ex: We should not allow dirty water to **build up** in this area.

Sense 2: Figuratively work up, build up, or increase the size of (a non physical object) (47.8%)

Ex: The US government has been trying to **build up** good will in this part of the world.

85. THROW OUT (Group 1)

(Spoken)

Sense 1: Refuse to accept or consider, esp. by people of authority; to reject or be rejected (40.7%)

Ex: We are not going to **throw out** the rulebook.

Sense 3: Make SB leave a place, activity or organization, esp. forcibly and unexpectedly; ejected (22.4%)

Ex. He got **thrown out** of the club because of the fight.

Sense 4: Bring into the fold; suggest, introduce, or emphasize (18.1%)

Ex: I just wanted to **throw out** this fact for you to think about.

(Academic)

Sense 1: Refuse to accept or consider, esp. by people of authority; to reject or be rejected (44.2%)

Ex: When Country Music Television was **thrown out** of Canada, it quickly removed Canadian musicians from CMT television.

Sense 2: Put STH in a trash dispenser (18.3%)

Ex: 27% of food in the United States is **thrown out** in the trash.

Sense 3: Make SB leave a place, activity or organization, esp. forcibly and unexpectedly; ejected (17.4%)

Ex. They are encouraging the voters to **throw out** the judges and change the system.

Sense 5: Toss, throw, or be thrown (14.3%)

Ex: The President **threw out** the first ball of the season in Boston.

86. HANG OUT (Group 3)

Sense 1: Socialize with a specific person(s) or at a specific place (84%) for both registers

Ex (spoken): We decided to **hang out** this evening.

Ex (academic): This is the place where local high school students like to **hang out**.

87. PUT ON (Group 1)

(Spoken)

Sense 1: Both figuratively and literally wear or assume: to wear clothes/jewelry; to apply makeup or assume a sense of identity (40.7%)

Ex: They forced me to **put on** a hat.

Sense 2: Carry out; to present or show, often preparing or supplying the necessary equipment for an attack (as in performance) (12.1%)

Ex: They **put on** an event where more than forty thousand students attended.

Sense 3: Display, show, bring STH to attention, or be made to appear (11.6%)

Ex: That picture was **put on** the school's website.

Sense 4: Add or increase (weight, odometer, emphasis or pressure) (11.4%)

Ex: He **put on** a few too many pounds.

(Academic)

Sense 1: Both figuratively and literally wear or assume: to wear clothes/jewelry; to apply makeup or assume a sense of identity (38.1%)

Ex: Some students try to **put on** calm looks to hide their fears.

Sense 2: Carry out; to present or mount, often preparing or supplying the necessary equipment for an attack (as in performance) (13.8%)

Ex: Reading and **putting on** a play provide extra learning opportunities.

Sense 3: Display, show, bring STH to attention, or be made to appear (13.5%)

Ex: Nearly one hundred fifty of the paintings were **put on** show.

Sense 8: Add or increase (weight, odometer, emphasis or pressure) (12.4%)

Ex: About half of them **put on** weight in the past year.

88. GET DOWN (Group 2)

(Spoken)

Sense 1: (*Get down + to*) Begin to pay serious attention to/complete STH or really delve into a plan (28.6%)

Ex: Then, they all **got down** to their own business.

Sense 2: Lower one's body as by kneeling, sitting or lying (18%)

Ex: Come on, **get down!** Get down!

Sense 3: Come down from STH; descend (car, horse, tree, etc.) (16.6%)

Ex: When he **got down** from the train, he bought some food.

Sense 4: Move to a different location laterally; relating to moving to a different location that is not necessarily relating to a movement from a higher to a lower place (11.6%)

Ex: By the time he **got down** there, the police were waiting for him.

(Academic)

Sense 1: (+ to) Begin to pay serious attention to/complete STH or really delve into a plan (49.1%)

Ex: The President **got down** to business immediately.

Sense 2: Lower one's body as by kneeling, sitting or lying (16.4%)

Ex: The players **got down** on their knees to pray.

Sense 3: Come down from STH; descend (car, horse, tree, etc.) (11.2%)

Ex: Many workers do not use the elevator to **get down**.

89. COME OVER (Group 3)

Sense 1: Come to a place or area (spot, room, town, country), esp. towards SB or to join SB (95%) for both groups

Ex (spoken): Could you **come over** and give me a hand with this?

EX (academic): The President invited them to **come over** to the White House to discuss the issue.

90. MOVE IN (Group 1)

(Spoken)

Sense 1: Settle into a new house/place or into a person's house to live with his/her/them (54.9%)

Ex: He **moved in** with his girlfriend.

Sense 2: Go or move towards SB/STH, often to join SB/STH or to complete a job (relating to physical movement) (31.7%)

Ex: More firefighters are **moving in** to fight the fire.

Sense 3: Arrive including weather (11.8%)

Ex: Cold weather has **moved in**.

(Academic)

Sense 1: Settle into a new house/place or into a person's house to live with his/her/them (42.9%)

Ex: He later **moved in** closer to his family and friends.

Sense 2: Go or move towards SB/STH, often to join SB/STH or to complete a job (relating to physical movement) (28.6%)

Ex: Police are quickly **moving in** to solve this problem.

Sense 4: Figurative meaning of *moving in*, including *moving in and out* (16.4%)

Ex: This is where the teacher **moves in** and out of history.

91. START OUT (Group 3)

Sense 1: Start a life, existence, profession, or course of action in a particular way by doing a particular thing (95%) for both registers

Ex (spoken): She **started out** as a shop worker.

Ex (academic): Many of them **started out** as beginners.

92. CALL OUT (Group 2)

(Spoken)

Sense 1: Speak, yell loudly, or summon (64.2%)

Ex: He **called out** to her children, who were playing outside.

Sense 2: Challenge someone, to expose their faults, or demand STH from SB, often with the intention to insult (very rarely positive) (31.5%)

Ex: He has **called out** the band at every opportunity.

(Academic)

Sense 1: Speak, utter loudly, or summon (85.9%)

Ex: Often, these birds **called out** to one another while flying over the field.

Sense 2: Challenge someone, to expose their faults, or demand something from someone, often with the intention to insult (very rarely positive) (13.8%)

Ex: This is when our weaknesses are **called out**.

93. SIT UP (Group 3)

Sense 1: Rise from a lying to a sitting position or staying in such a position (93.5%) for both registers

Ex (spoken): The sudden noise made her **sit up** in her bed and listen.

Ex (academic): The students have to **sit up** in their chairs during the entire test.

94. TURN DOWN (Group 3)

Sense 1: Refuse, reject, undermine, or dismiss (request, offer, opportunity, etc.) (86%) for both registers

Ex (Spoken): Who could **turn down** an invitation to hang out with such a nice child?

Ex (Academic): The government has **turned down** our request.

95. BACK UP (Group 1)

(Spoken)

Sense 2: Take action in order to complete STH or to establish as true: to support (50%)

Ex: As always, he has not **backed up** his argument.

Sense 3: Stop and consider STH before doing STH else; to rewind (23.8%)

Ex: Let's **back up** a little before we go further on this.

Sense 1: Move or drive backwards a short way (18.8%)

Ex: They told the driver to **back up**.

(Academic)

Sense 2: Take action in order complete STH or to establish as true: to support (61.1%)

Ex: The author **backed up** his argument with many facts.

Sense 4: Make a separate computer file in case you lose the original, often by putting the data on a separate screen or browser (15.2%)

Ex: It is important to **back up** your computer daily.

Sense 1: Move or drive backwards a short way (10.2%)

Ex: The demonstrators **backed up** behind the line.

96. PUT BACK (Group 3)

Sense 1: Move STH/SB to a place, position, or state they were in before (85.5%) for both registers

Ex (spoken): He **put back** his glasses.

Ex (academic): They find it difficult to have the animal **put back** into the cage.

97. SEND OUT (Group 2)

(Spoken)

Sense 1: Mail (email/tweet), send or distribute to a number of people (72.9%)

Ex: He has **sent out** many emails about this.

Sense 2: Send SB to a place for a particular purpose (17.3%)

Ex: They **sent out** writers to interview 80-year-old, 90-year-old former slaves.

(Academic)

Sense 1: Mail (email/tweet), send or distribute to a number of people (67.6%)

Ex: The school regularly **sends out** email updates to parents.

Sense 2: Send SB to a place for a particular purpose (22.1%)

Ex: The government has **sent out** officers to talk with the students.

98. GET IN (Group 1)

(Spoken)

Sense 2: Figuratively enter a situation, place, political race, deal, conversation, etc. (54%)

Ex: He wants his friends to **get in** and help.

Sense 1: Literally enter a place, car, room, etc. (42.2%)

Ex: They walked towards their car, **got in**, and drove away.

(Academic)

Sense 1: Literally enter a place, vehicle, room etc. (52.7%)

Ex: The queen **got in** safely.

Sense 2: Figuratively enter a situation, place, political race, deal, conversation, etc. (38.8%)

Ex: The police were quick to **get in** on the details of the crime.

99. BLOW UP (Group 1)

(Spoken)

Sense 1: Explode or destroy STH, especially with a bomb, or cause to be exploded or destroyed (79.8%)

Ex: They haven't heard anything **blow up** in the past week.

Sense 3: To reach an emotional boiling point and escalate past it (10%)

Ex: After a heated argument with them for some time, he finally **blew up**.

(Academic)

Sense 1: Explode or destroy STH, especially with a bomb, or cause to be exploded or destroyed (76.8%)

Ex: The soldiers **blew up** the bridge after they crossed it.

Sense 3: Enlarge or enhance (13.5%)

Ex: They had the pictures **blown up** and hung in the hallway for the students to see.

100. CARRY ON (Group 1)

(Spoken)

Sense 3: (intransitive) Continue to behave in a (usual) way or to continue/last (*often* + "with") (47.4%)

Ex: The tradition **carried on**.

Sense 1: Continue to do or involved in STH or a tradition, often followed by a gerund (29.8%)

Ex: You must **carry on** the traditions of our ancestors.

Sense 2: Engage, do, or take part in STH, often a noun (conversation, business, negotiation) (13.1%)

Ex: They are **carrying on** a serious conversation.

(Academic)

Sense 1: Continue to do or involved in STH or a tradition, often followed by a gerund (38.9%)

Ex: We must **carry on** this important tradition.

Sense 2: Engage, do, or take part in STH, often a noun (conversation, business, negotiation) (27.5%)

Ex: The two countries are **carrying on** an important discussion.

Sense 3: (intransitive) Continue to behave in a (usual) way or to continue/last (*often* + "with") (22.6%)

Ex: The tradition **carried on** without any difficulty.

Sense 4: Carry a bag, an object, or STH abstract on one's body or on some carrier (10.3%)

Ex: The students each **carried on** a bag.

101. SET OFF (Group 1)

(Spoken)

Sense 2: Indicate the start of STH or to turn on STH, esp. relating to bombs, alarms, etc. (more literal meaning of Sense 3) (41.7%)

Ex: The police **set off** two bombs in an open field.

Sense 3: Cause SB to feel certain way (often negatively) or cause STH to happen (more figurative/idiomatic meaning of Sense 2) (39.4%)

Ex: This argument has **set off** many fights between the two sides.

Sense 1: Begin a trip, journey, or mission; to send SB or STH away (either metaphorically or literally) (17.5%)

Ex: I **set off** on a journey into the heart of the country.

(Academic)

Sense 3: Cause SB to feel a certain way (often negatively) or cause STH to happen (more figurative/idiomatic meaning of Sense 2) (42.5%)

Ex: This decision **set off** a bitter debate within the government.

Sense 1: Begin a trip, journey, or mission; to send SM or SMT away (either metaphorically or literally) (25.9%)

Ex: The class read the story of a family who **set off** West during the Civil War.

Sense 4: Place something in or at a certain location either literally, contextually, or in a painting, usually apart from something else in order to emphasize STH about it (16.6%)

Ex: These are used to **set off** the sections.

Sense 2: Indicate the start of STH or to turn on STH, esp. relating to bombs, alarms, etc. (more literal meaning of Sense 3) (15%)

Ex: Any fire, large or small, will **set off** the alarm system in this building.

102. KEEP ON (Group 3)

Sense 1: Continue doing STH without stopping, or repeatedly (92.5%) for both registers

Ex (spoken): She wiped tears off her face but **kept on** crying.

Ex (academic): The students were asked to **keep on** writing for 15 minutes.

103. RUN OUT (Group 2)

(Spoken)

Sense 1: Use STH (or become used) completely so that little or nothing is left (41.4%)

Ex: The family has **run out** of money; they need help to buy food.

Sense 3: Figurative and idiomatic use of Sense 1 (running out of patience, time, steam, etc.) (37.4%)

Ex: Well, we have not only **run out** of time, but we have also run over time.

Sense 2: Leave a place suddenly or hurriedly, often to fulfill a specific purpose (16%)

Ex: A bunch of young boys **ran out** on the field to get free baseballs.

(Academic)

Sense 1: Use STH (or become used) completely so that little or nothing is left (57.3%)

Ex: The program will **run out** of money by the end of the week.

Sense 3: Figurative and idiomatic use of Sense 1 (running out of patience, time, steam, etc.) (22.5%)

Ex: It is clear that the government has **run out** of support from the citizens.

Sense 2: Leave a place suddenly or hurriedly, often to fulfill a specific purpose (11.2%)

Ex: Usually, when the end-of-class bell rings, the students all **run out** to the playground.

104. MAKE OUT (Group 1)

(Spoken)

Sense 4: Kiss or make love to (44.4%)

Ex: They were **making out** in the back seat while that song was playing.

Sense 1: See or hear with difficulty; to discern or comprehend (25.4%)

Ex: Hi. From my accent, you can **make out** I'm not from here.

Sense 2: Represent as being a particular way, often falsely (12.2%)

Ex: Even before she started crying, the girl had tried to **make out** that he was hurting her feelings.

(Academic)

Sense 1: See or hear with difficulty; to understand or comprehend (60%)

Ex: Children sometimes have difficulties **making out** their parents' intentions.

Sense 5: Fill out, write, or issue (23.6%)

Ex: The school **made out** a check to the bus company.

105. SHUT UP (Group 3)

Sense 1: Stop (or make SB/STH stop) talking or making a noise (97%) for both registers

Ex (spoken): His mother has repeatedly told him to **shut up**!

Ex (academic): The government has forced these people to **shut up** by putting them in prison.

106. TURN OFF (Group 2)

(Spoken)

Sense 1: Stop a piece of equipment from working temporarily or cut off a supply (also things related to biology and chemistry) (66%)

Ex: Don't **turn off** the camera

Sense 2: Cause to feel strong dislike or not to participate at all (25.7%)

Ex: No one knows if more people will vote in 2004 or if more people will be **turned off**.

(Academic)

Sense 1: Stop a piece of equipment from working temporarily or cut off a supply (also things related to biology and chemistry) (79.6%)

Ex: The electricity is **turned off** at 11:00 P.M., forcing students to study with flashlights.

Sense 2: Cause to feel strong dislike or not to participate at all (12.9%)

Ex: They are doing things that will certainly **turn off** many voters.

107. BRING ABOUT (Group 3)

Sense 1: Cause to happen or emerge, esp. STH positive (100%)

Ex (spoken): His new job has **brought about** a love of work in him.

Ex (academic): This government decision will **bring about** many important changes.

108. STEP BACK (Group 2)

(Spoken)

Sense 2: Stop being involved in STH so as to consider it more carefully/objectively (69.5%)

Ex: He has decided to **step back** from the case for a few days.

Sense 1: Move back by lifting one's foot and putting it down backwards (14%)

Ex: Please **step back** and watch your head.

Sense 3: Figuratively move backwards, often in a negative way (12.3%)

Ex: After the meeting, the football team didn't get better at all; they actually **stepped back** and lost five games in a row.

(Academic)

Sense 2: Stop being involved in STH so as to consider it more carefully/objectively (69.7%)

Ex: It is necessary for us to **step back** and look at the issue from a broader view.

Sense 1: Move back by lifting one's foot and putting it down backwards (21.1%)

Ex: During the activity, the teacher asks the students to **step back** behind the line.

109. LAY DOWN (Group 1)

(Spoken)

Sense 3: Lay the foundations of; establish or create (34.8%)

Ex: His grandparents **laid down** the foundation for their furniture business.

Sense 2: Lie flat on a surface, usually to rest (relating to a person or animal reclining on a flat surface under his/her own power) (33.6%)

Ex: She **lay down** on the floor and fell asleep.

Sense 1: Put STH away or down on a surface intentionally or unintentionally, esp. because one has stopped using it (relating to objects or animals) (22.8%)

Ex: He had to lay **down** a new floor after the flood.

(Academic)

Sense 3: Lay the foundations of; establish or create (58%)

Ex: The teacher **laid down** the law for students using computers.

Sense 1: Put STH away or down on a surface intentionally or unintentionally, esp. because one has stopped using it (relating to objects or animals) (31.9%)

Ex: The best way to prevent the disease is to **lay down** more bone.

110. BRING DOWN (Group 3)

(Spoken)

Sense 3: Cause SB/STH (especially someone a position of power-government, president, system, networks, organization, etc.) to lose its power/status (36.1%)

Ex: In New York, a governor was **brought down** by his eight-year affair with a married woman.

Sense 2: Reduce the level, rate, or amount of STH (33.5%)

Ex: And that's more important than **bringing down** the price of gas.

Sense 1: Cause SB/STH to move downward or fall to the ground (21.6%)

Ex: Winds that topped 100 miles an hour **brought down** trees.

(Academic)

Sense 3: Cause SB/STH (especially someone a position of power-government, president, system, networks, organization, etc.) to lose its power/status (41.1%)

Ex: The food shortage had **brought down** the government.

Sense 2: Reduce the level, rate, or amount of STH (27.5%)

Ex: The Federal government has decided to **bring down** bank interest rates.

Sense 1: Cause SB/STH to move downward or fall to the ground (22%)

Ex: The weight is further **brought down** until the spring balance reads 10 kg.

111. STAND OUT (Group 2)

(Spoken)

Sense 1: Distinguish oneself/itself by being better, more significant or more impressive than other people/things (57.7%)

Ex: He did well and **stood out**.

Sense 2: Be easily seen or noticed (27.5%)

Ex: The new homes all have bright lights and **stand out** in the dark.

Sense 3: Literally stand out in the open (14.8%)

Ex: I was **standing out** there talking with my best friend.

(Academic)

Sense 1: Distinguish oneself/itself by being better, more significant or more impressive than other people/things (74.7%)

Ex: This team **stands out** as the best college football team in the country.

Sense 2: Be easily seen or noticed (23.8%)

Ex: The new additions **stand out** from the original color.

112. COME ALONG (Group 2)

(Spoken)

Sense 1: Appear; to come into being (81.8%)

Ex: The reporter stood on the sidewalk and talked to the first 100 people who **came along**.

Sense 2: Go somewhere with SB (13.4%)

Ex: These are the people who **came along** with him.

(Academic)

Sense 1: Appear; to come into being (72.4%)

Ex: They were surprised that so many problems **came along**.

Sense 2: Go somewhere with SB (22.2%)

Ex: The student asked his parents to **come along** with him.

113. PLAY OUT (Group 3)

Sense 1: Be performed or enacted; to happen or develop (80%) for both registers

Ex (spoken): I don't know how things will **play out**.

Ex (academic): His private life is now going to **play out** publicly on TV.

114. BREAK OUT (Group 2)

(Spoken)

Sense 1: Start suddenly, especially violently; (67.1%)

Ex: The fire **broke out** at three places at once.

Sense 2: Escape; break free or stop from doing something (19.7%)

Ex: She **broke out** of the same prison.

(Academic)

Sense 1: Start abruptly, especially violently; to begin suddenly (70%)

Ex: Fights between the left and the right **broke out** in several cities.

Sense 2: Escape; break free or stop from doing something (20.2%)

Ex: These student organizations have **broken out** of the student union.

115. GO AROUND (Group 1)

(Spoken)

Sense 2: (Often *go around* + *and* or *go around* + *gerund*) Implying some sort of movement that often leads to an action; the important part is this literal or implied movement has nothing to do with the circular movement (34.2%)

Ex: He has been **going around** saying bad things about his friend Tom.

Sense 1: Go from one place/person to another; circulate (34.3%)

Ex: Well, in some cases, there's more than enough to **go around**.

Sense 3: Bypass or short-circuit; to avoid having to do STH (11.1%)

Ex: We're not trying to **go around** the government in dealing with this problem.

(Academic)

Sense 1: Go from one place/person to another; circulate (46.7%)

Ex: They made sure there were enough cookies to **go around** the entire room.

Sense 2: (Often *go around* + *and* or *go around* + *gerund*) Implying some sort of movement that often leads to an action; the important part is this literal or implied movement has nothing to do with the circular movement (27.8%)

Ex: Students are encouraged to **go around** collecting money for after-school activities.

116. WALK OUT (Group 3)

Sense 1: Leave a place, person, or event, sometimes angrily in order to express demands (81.5%) for both registers

Ex (spoken): They **walked out** when their demands were not met.

Ex (academic): The teachers' union has asked all the teachers to **walk out** next Friday to force the school board to give them a pay increase.

117. GET THROUGH (Group 1)

(Spoken)

Sense 5: [For STH] to finish or finish STH or complete a level; to reach a goal, often dealing with work or school (40.8%)

Ex: To **get through** to the next level, you'll need to work very hard.

Sense 4: Overcome STH, often STH difficult or unpleasant (16.9%)

Ex: You learn how to **get through** the pain.

Sense 1: Succeed in having a physical object reach a physical destination or getting through something physical (13.5%)

Ex: They **got through** the bushes without too much difficulty.

Sense 6: [For STH, e.g., a law] to pass or get STH or SB approved (11.1%)

Ex: They're trying their best to help the proposal **get through**.

(Academic)

Sense 5: [For STH] to finish or finish STH or to complete a level; to reach a goal, often dealing with work or school (38.3%)

Ex: Some students need extra help from their teachers to **get through** to the next grade.

Sense 1: Succeed in having a physical object reach a physical destination or getting through something physical (19.3%)

Ex: Doing this may help the medicine **get through** and kill this disease.

Sense 4: Overcome STH, often STH difficult or unpleasant (14.9%)

Ex: Many businesses could not **get through** such difficult times and closed down.

Sense 2: Be successfully communicated or understood (14.2%)

Ex: The school wants to **get through** to the students with the message "I can do it."

118. HOLD BACK (Group 1)

(Spoken)

Sense 1: Stop, delay, or prevent one from seeing, doing, or saying STH, which often causes SB to not reach his/her full potential (77.3%)

Ex: Don't **hold back**.

Sense 2: Prevent SB/STH from going somewhere (11%)

Ex: The wall **holds back** the children in this school.

(Academic)

Sense 1: Stop, delay, or prevent one from seeing, doing, or saying STH, which often causes SB to not reach his/her full potential (65.6%)

Ex: Students are asked not to **hold back** when talking about their feelings.

Sense 3: Relating to being not allowed to progress to the next grade in school (13.5%)

Ex: Less advantaged children are more likely to be **held back** in school and often fail to complete their education.

Sense 2: Prevent SB/STH from going somewhere (13.1%)

Ex: The preschool teacher often has to physically **hold back** the children so that they do not cross the street.

119. WRITE DOWN (Group 3)

Sense 1: Put words on paper (98%) for both registers

Ex (spoken): You should **write down** your name.

Ex (academic): Everyday, the students must **write down** what they have learned that day.

120. MOVE BACK (Group 1)

(Spoken)

Sense 1: Return to a place, belief, system, etc. one has lived, experienced, or held before (88.8%)

Ex: It may have looked as if Nancy would **move back** into the house.

(Academic)

Sense 1: Return to a place, belief system, etc. one has lived, experiences, or held before (69.4%)

Ex: The World Bank is eager to **move back** into South Africa.

Sense 3: (*Move back + and forth*) often while considering a specific issue or making a decision (not implying physical movement) (25.1%)

Ex: It was no longer a question of **moving back** and forth between ideas, but of understanding.

121. FILL OUT (Group 3)

(Spoken)

Sense 1: Complete a form or official document (89%)

Ex: So, we are going to **fill out** the form right now.

(Academic)

Sense 1: Complete a form or official document (87.8%)

Ex: Everyone must **fill out** this form before they can use this room.

Sense 2: Round out; to make more complete (10.7%)

Ex: Two study desks **fill out** the space of this small library.

122. SIT BACK (Group 1)

(Spoken)

Sense 1: Rest in a comfortable position against the back of a seat (58%)

Ex: Now you can just **sit back** and watch.

Sense 2: (*Sit back and do STH*) Deliberately take no action/remain passive about STH (39.5%)

Ex: They weren't about to **sit back** and wait for the police to find Jessica.

(Academic)

Sense 2: (*Sit back and do STH*) purposely take no action/remain passive about STH (59.1%)

Ex: The West should not just **sit back** and wait. Some actions must be taken.

Sense 1: Rest in a comfortable position against the back of a seat (39.8%)

Ex: The test takers are allowed to **sit back** during the entire test.

123. RULE OUT (Group 3)

Sense 1: Remove STH as a possibility, plausible cause or explanation (93.5%) for both registers

Ex (spoken): They **ruled out** a heart attack as the cause of his death.

Ex (academic): The government has not **ruled out** the use of force.

124. MOVE UP (Group 1)

(Spoken)

Sense 1: Move to a better position; advance to a higher grade/level/rank in polls, economic standing, etc.; to advance or improve (42.3%)

Ex: Not getting married is **moving up** as a choice for many young people.

Sense 3: Change a previous date to one that occurs sooner (14.1%)

Ex: They have **moved up** the meeting to this week.

(Academic)

Sense 1: Move to a better position; advance to a higher grade/level/rank in polls, economic standing, etc.; to advance or improve (60.9%)

Ex: Education has **moved up** on voters' lists of important things in this election.

Sense 2: Move upward, from a lower spatial location to a higher one (16.9%)

Ex: The flying object was seen **moving up** and down several times before it disappeared.

125. PICK OUT (Group 1)

(Spoken)

Sense 1: Choose SB/STH among a number of alternatives (78.6%)

Ex: They need to **pick out** a name for their new business.

Sense 2: Detect/identify/find/be noticed among a group of things or people (21%)

Ex: He was the one that I was able to **pick out**. I believe it was Tom Jones.

(Academic)

Sense 2: Detect/identify/find/be noticed among a group of things or people (48.9%)

Ex: They were able to **pick out** the real reason why the disease spread so quickly.

Sense 1: Choose SB/STH among a number of alternatives (45.4%)

Ex: In this class, the students have to **pick out** a topic for discussion every day.

126. TAKE DOWN (Group 1)

(Spoken)

Sense 2: Cause STH to break down, not function, or die, etc. (55.4%)

Ex: The storm **took down** phone services in this area for several hours.

Sense 1: Remove STH that was previously put up or put in place (29.2%)

Ex: They **took down** the lights after Christmas.

(Academic)

Sense 1: Remove STH that was previously put up or put in place (51.3%)

Ex: Some citizens want the flag to be **taken down**.

Sense 2: Cause break down, not function, or die, etc. (22.7%)

Ex: This new gun is capable of **taking down** airplanes.

Sense 4: Write something down or remember a piece of information for future use (17.6%)

Ex: Teachers need to **take down** names of students who do not participate.

127. GET ON (Group 1)

(Spoken)

Sense 2: Get on board some form of public transportation (train, bus, plane, elevator) (22.4%)

Ex: There are people in the country that are going to **get on** buses and come to Washington.

Sense 1: (*Get On + to or with*) Continue, esp. after stopping (17.1%)

Ex: Well, bless you and **get on** with it.

Sense 3: Appear on television, radio, production, ballot, etc. (14.2%)

Ex: He **got on** television and told that story.

Sense 4: Literally get onto something else (12.8%)

Ex: But anyway, I remember **getting on** the stage for the first time.

Sense 5. (idiomatic use) Get on board/nerves/track/radar. . . (11.5%)

Ex: Will he **get on** board with us on this issue?

(Academic)

Sense 1: (*Get On + to or with*) Continue, esp. after stopping (28.7%)

Ex: People with this disease have difficulty **getting on** with their lives.

Sense 2: Get on board some form of public transportation (train, bus, plane, elevator) (12.8%)

Ex: When **getting on** a boat, one might find it difficult to stand up straight.

Sense 5. (idiomatic use) Get on board/nerves/track/radar. . . (15.9%)

Ex: The activity is **getting on** track.

128. GIVE BACK (Group 3)

Sense 1: Return (STH) to its original owner/provider (100%) for both registers

Ex (spoken): It's nice to be able to **give back** to society.

Ex (academic): The state government needs to **give back** this natural resource to the country.

129. HAND OVER (Group 3)

(Spoken)

Sense 2: Give control or responsibility for STH/SB to SB else, esp. officially (53.6%)

Ex: He will **hand over** the job to the new manager.

Sense 1: Give STH to SB by holding it in one's hand and offering it to them (45.8%)

Ex: They **handed over** the tape.

(Academic)

Sense 2: Give control or responsibility for STH/SB to SB else, esp. officially (59.4%)

Ex: The state would soon **hand over** this power to cities.

Sense 1: Give STH to SB by holding it in one's hand and offering it to them (39.1%)

Ex: The postman **hands over** mail to the customers in person.

130. SUM UP (Group 3)

Sense 1: Express or represent the most important/representative facts, ideas, or characteristics of SB/STH, especially in a brief manner (97%) for both registers

Ex (spoken): He had the whole thing **summed up** in one sentence.

Ex (academic): The teacher **summed up** the whole discussion in just a few minutes.

131. MOVE OUT (Group 3)

Sense 1: Leave one's place of residence permanently (94.5%) for both registers

Ex (spoken): My roommate has **moved out**.

Ex (academic): All the students must **move out** when school is closed.

132. COME OFF (Group 2)

(Spoken)

Sense 1: Leave, become broken or no longer connected (54.6%)

Ex: The handle has **come off**.

Sense 2: Appear or be demonstrated in a particular way or manner (29.5%)

Ex: They wanted to see how their son does and how he **comes off** talking with his classmates and the teacher.

Sense 3: Finish or rebound from, often in reference to an upcoming start (13.1%)

Ex: Their basketball team has **come off** two huge victories.

(Academic)

Sense 1: Leave, become broken or no longer connected (64.3%)

Ex: During the car accident, the wheels **came off**.

Sense 2: Appear or be demonstrated in a particular way or manner (27.8%)

Ex: Smith's apologies did not **come off** as sincere to the victims.

133. PASS ON (Group 1)

(Spoken)

Sense 1: Circulate or communicate (information, ideas, costs, objects, etc.) (49.2%)

Ex: He **passed on** the information without telling anyone where he got it.

Sense 2: Transmit from one generation to the next or one person to another (traditions, diseases, beliefs, skills, possessions, etc.) (31.5%)

Ex: They are trying to **pass on** this tradition to their children.

(Academic)

Sense 2: Transmit from one generation to the next (traditions, diseases, beliefs, skills, possessions, etc.) (47.6%)

Ex: The disease can be **passed on** by a handshake or a kiss.

Sense 1: Circulate or communicate (information, ideas, costs, objects, etc.) (43.5%)

Ex: FBI agents have **passed on** the information to local police.

134. TAKE IN (Group 1)

(Spoken)

Sense 2: Fully understand, study, or grasp the meaning or beauty of STH (29.4%)

Ex: It's very hard to **take in** what he was saying when he is speaking so fast.

Sense 4: Financially make; to gain (29.1%)

Ex: He is spending more than he **takes in**.

Sense 1: Provide a place for SB to live or stay (19.9%)

Ex: The couple **took in** a few homeless people during the cold weather.

(Academic)

Sense 2: Fully understand, study, or grasp the meaning or beauty of STH (44%)

Ex: A blind reader **takes in** a picture in pieces, while others see the whole image at once.

Sense 1: Provide a place for SB to live or stay (17.9%)

Ex: The daycare **took in** 30 children from 2000 to 2012.

Sense 5: Absorb or suck up (15.7%)

Ex: The study found that males **take in** more grains and fruits than females.

135. SET DOWN (Group 1)

(Spoken)

Sense 2: Establish or put in place (40.7%)

Ex: Many found a way to **set down** the stories of what they had experienced during their childhood.

Sense 3: Land, sit, or lie down on a surface (39%)

Ex: The small plane lost both engines but safely **set down** on a lake.

(Academic)

Sense 2: Establish or put in place (35.7%)

Ex: In 2020, the country will reach the goals it **set down** in 2010.

Sense 4: Put into words or writing (23.5%)

Ex: He has decided to **set down** his entire childhood in this book.

Sense 3: Land, sit, or lie down on a surface (20.8%)

Ex: It has been suggested that a spaceship would **set down** somewhere in the ocean.

Sense 1: Put STH on a surface or on the ground (14.7%)

Ex: The nurses need to **set down** the babies on a mat for a few minutes.

136. SORT OUT (Group 1)

(Spoken)

Sense 2: Find out information about STH via experimentation, organization, or classification (46.3%)

Ex: He is trying to **sort out** what happened that evening.

Sense 1: Do what is needed to solve a problem, conflict or difficult situation (41.9%)

Ex: We need to get this problem **sorted out** quickly.

Sense 3: Separate one thing (abstract or concrete) from another (10.1%)

Ex: We need to **sort out** the important ones from the unimportant ones.

(Academic)

Sense 1: Do what is needed to solve a problem, conflict or difficult situation (46%)

Ex: The police are still **sorting out** the information they have received.

Sense 2: Find out information so as to understand STH (30.7%)

Ex: It will not be easy to **sort out** why the program failed.

Sense 3: Separate one thing (abstract or concrete) from another (20.5%)

Ex: We need to **sort out** fact from fiction.

137. FOLLOW UP (Group 1)

(Spoken)

Sense 2: Try to find more information about STH (53.3%)

Ex: The police are **following up** on the man who might have stolen a car.

Sense 1: Take action about STH after a previous action or thing, esp. so as to strengthen its effect (44.5%)

Ex: The police **followed up** with more possible crimes for the prisoner.

(Academic)

Sense 1: Take action about STH after a previous action or thing, esp. so as to strengthen its effect (65.7%)

Ex: The students were **followed up** every three months for more tests for a year.

Sense 2: Try to find more information about STH (32.1%)

Ex: Good teachers spend time **following up** on and exploring student ideas.

138. COME THROUGH (Group 2)

(Spoken)

Sense 1: (More abstract sense) Break a figurative barrier; to be clearly perceived, noticed or seen (feeling, emotion, quality), often because SB or STH succeeded in reaching a real or abstract destination (57.5%)

Ex: Are you prepared if the paperwork does not **come through**?

Sense 2: (More concrete sense) Break through a barrier or enter a new place; to penetrate or travel (often relating to the weather) (40.8%)

Ex: And then, this disease **came through** into our city.

(Academic)

Sense 1: (More abstract sense) Break a figurative barrier; to be clearly perceived, noticed or seen (feeling, emotion, quality), often because SB or STH succeeded in reaching a real or abstract destination (86.4%)

Ex: The voters' voice was finally **coming through**, loud and clear.

Sense 2: (More concrete sense) Break through a barrier or enter a new place; to penetrate or travel (often relating to the weather) (13.6%)

Ex: Most of the cheap medicine used in the United States **came through** from Canada.

139. SETTLE DOWN (Group 1)

(Spoken)

Sense 2: Become calmer, quieter, more orderly; become closer to the original state (53.8%)

Ex: When things **settle down** in his hometown, he plans to return there.

Sense 1: Adopt a quieter, steadier, or more peaceful lifestyle, often living in a specific location with a specific person (37.2%)

Ex: Mike was 39, but he'd already **settled down** then.

(Academic)

Sense 1: Adopt a quieter, steadier, or more peaceful lifestyle, often living in a specific location with a specific person (43.6%)

Ex: They have developed a good system to help newcomers **settle down** quickly.

Sense 2: Become calmer, quieter, more orderly; revert closer to the status quo (37.6%)

Ex: This will provide students with a chance to **settle down** as they move from some other class into your class.

Sense 3: Get into a comfortable position, either sitting or lying (13.4%)

Ex: The nurse will help them **settle down** on their beds.

140. COME AROUND (Group 1)

(Spoken)

Sense 1: Come in the area near STH/SB (44.7%)

Ex: He **came around** the foot of my bed and smiled.

Sense 2: Become accepting to a decision or a way of life, often with a positive sense (33%)

Ex: It has **come around** that people are listening to me more now.

Sense 3: Take place or happen, especially again as a regular event, at its usual time (16.8%)

Ex: The show **comes around** once or twice a year

(Academic)

Sense 2: Become accepting to a decision or a way of life, often with a positive meaning (43.7%)

Ex: In America, many believe a love for poetry will **come around**.

Sense 3: Take place or happen, especially again as a regular event, at its usual time (26.4%)

Ex: It is the parent's time to **come around**.

Sense 1: Come in the area near STH/SB (23%)

Ex: The police still do not know why this senior citizen let these children **come around** in the first place.

141. FILL IN (Group 1)

(Spoken)

Sense 1: Do SB's work temporarily because they cannot or will not do it themselves (38.4%)

Ex: I have to **fill in** for my friend who is sick.

Sense 3: Put material or writing on/into STH (not necessarily concrete) in order to make it full or complete (24%)

Ex: He needs to **fill in** some words here and there.

Sense 2: Provide extra or missing information to somebody else; to understand (not via written forms) (23.5%)

Ex: To help **fill in** all the missing information, I've asked my friends to help.

Sense 4: Filling in the blanks idiom (not literally fill in the blank) (14%)

Ex: I'm trying to **fill in** the blanks as to why she left.

(Academic)

Sense 3: Put material or writing on/into STH (not necessarily concrete) in order to make it full or complete (50%)

Ex: **Filling in** answer sheets can slow down students with bad vision.

Sense 2: Provide extra or missing information to somebody else; to understand (not via written forms) (42.4%)

Ex: This helped to **fill in** the gaps left by field notes.

142. GIVE OUT (Group 3)

(Spoken)

Sense 1: Give a person an object (including money, grants, loans etc.); to distribute or award (51.3%)

Ex: They **give out** food to those in need.

Sense 2: Make known openly or publicly; to reveal or announce (information, news, or other intangible entities) (38.9%)

Ex: We **gave out** some great information.

(Academic)

Sense 1: Give a person a concrete object (objects, money, grants, loans etc.); to distribute or award (49%)

Ex: The school will **give out** these awards to students this year.

Sense 2: Make known openly or publicly; to reveal or announce (information, news, or other intangible entities) (36.9%)

Ex: The student has agreed to **give out** such information.

Sense 3: Stop suddenly; to quit or stop functioning (10.2%)

Ex: During the race, some began to **give out** after running for an hour.

143. GIVE IN (Group 3)

Sense 1: Stop resistance to (liking/temptation/habit, or to SB's demands/control) (100%) for both registers

Ex (spoken): She **gives in** to her children's unreasonable requests.

Ex (academic): The government finally **gave in** to the citizens' demands.

144. GO ALONG (Group 1)

(Spoken)

Sense 1: Agree or play along with, whether genuine or pretending; to play along or act in cooperation/partnership (68.7%)

Ex: A lot of shame **goes along** with that.

Sense 2: Physically continue, go by, or proceed (11.7%)

Ex: They're **going along** at about 3 miles per hour.

Sense 3: Progress or proceed with an activity (11.5%)

Ex: But as the time **went along**, he became tired of this.

(Academic)

Sense 1: Agree or play along with, whether genuine or pretending; to play along or act in cooperation/partnership (70.5%)

Ex: The school board has finally agreed to **go along** with the teachers' decision.

Sense 3: Progress or proceed with an activity (14.6%)

Ex: Longer stories often become weaker as they **go along**.

Sense 2: Physically continue, go by, or proceed (10.9%)

Ex: The students have to **go along** the river for some time to reach the field.

145. BREAK OFF (Group 1)

(Spoken)

Sense 3: Put an end to STH (relationship, discussion, talks, negotiations, etc.) (47.7%)

Ex: He wanted to **break off** his relationship with her.

Sense 1: Physically separate a part (or become separate) from a larger piece (50.9%)

Ex: The bridge just **broke off** right here.

(Academic)

Sense 1: Physically separate a part (or become separate) from a larger piece (55.6%)

Ex: These might be the pieces that **broke off** from the cell phone when it hit the ground.

Sense 3: Put an end to STH (relationship, discussion, talks, negotiations, etc.) (41.3%)

Ex: The teachers' union has decided to **break off** from the negotiations completely.

146. PUT OFF (Group 2)

(Spoken)

Sense 1: Delay until a later time or date (79.6%)

Ex: They have decided to **put off** the meeting until a later date.

Sense 2: Cause to feel an intense dislike (17.2%)

Ex: Many people were **put off** by his negative comments.

(Academic)

Sense 1: Delay until a later time or date (62.7%)

Ex: The school has **put off** the plan until next year.

Sense 2: Cause to feel an intense dislike (37.3%)

Ex: This decision has **put off** both the students and teachers.

147. COME ABOUT (Group 3)

Sense 1: Take place; occur, often unexpectedly and generally as a result of STH else (98%) for both registers

Ex (spoken): This **came about** as a result of poor planning.

Ex (academic): The school board did not expect the accident to **come about** when it did.

148. CLOSE DOWN (Group 2)

(Spoken)

Sense 1: Stop operating/functioning temporarily or permanently (81.3%)

Ex: This office is **closed down**.

(Academic)

Sense 1: Stop operating/functioning temporarily or permanently (87.9%)

Ex: The government **closed down** this building in 2012.

Sense 3: Eliminate or cut off a concept (10%)

Ex: This decision has **closed down** the possibility of real change.

149. PUT IN (Group 2)

(Spoken)

Sense 1: Place one thing inside another; to include, insert, or install (73.4%)

Ex: He **put in** the door himself.

Sense 2: Devote effort or invest time to achieve STH (13.8%)

Ex: She **put in** many hours of hard work on this issue.

(Academic)

Sense 1: Place one thing inside another; to include, insert, or install (60.8%)

Ex: Students are encouraged to **put in** more than one answer.

Sense 2: Devote effort or invest time to achieve STH (17.3%)

Ex: To succeed in this project, students have to **put in** both the time and effort.

150. SET ABOUT (Group 2)

Sense 1: Begin a course of action, usually with a specific purpose/objective in mind (97%) for both groups

Ex (spoken): We **set about** cleaning the tables after the guests left.

Ex (academic): He then **set about** to write a novel about his childhood.