

# Phrasal Verbs Analysis



You are an English expert.

For the following phrasal verbs, please identify whether each has polysemy.

Then, determine whether it is separable.

Then, show each in various forms, i.e. present participle, past, and past participle. Then show how non-native English speakers can pronounce each form properly and naturally.

1. Come up with
2. Run out of
3. Cut down on
4. Figure out
5. Find out
6. Cover up



Let's break down each phrasal verb based on your criteria:

## 1. Come up with

- **Polysemy:** No. It primarily means "to think of or produce an idea, suggestion, plan, or solution."
- **Separable:** No, it is inseparable.
- **Forms:**
  - **Present Participle:** coming up with
  - **Past:** came up with
  - **Past Participle:** come up with
- **Pronunciation Tips:**
  - **coming up with:** /ˈkʌmɪŋ ʌp wɪθ/
    - Say "coming" as **kum-ing**. Focus on connecting **up** and **with**.
  - **came up with:** /keɪm ʌp wɪθ/
    - Say "came" like **kay-m**. Link "up" and "with" smoothly.
  - **come up with:** /kʌm ʌp wɪθ/
    - "Come" sounds like **kum**, and link the words together naturally.

## 2. Run out of

- **Polysemy:** Yes. It can mean either "to deplete a supply" or "to leave a place quickly" (though the latter is less common).
- **Separable:** No, it is inseparable.
- **Forms:**
  - **Present Participle:** running out of
  - **Past:** ran out of
  - **Past Participle:** run out of
- **Pronunciation Tips:**

- **running out of:** /ˈrʌnɪŋ əʊt əv/
  - Say “running” like **ruh-ning**. Reduce “of” to a quick əv.
- **ran out of:** /ræn əʊt əv/
  - “Ran” should sound like **ran** (rhymes with “man”).
- **run out of:** /rʌn əʊt əv/
  - Link “out” and “of” with a soft transition.

### 3. Cut down on

- **Polysemy:** No. It primarily means “to reduce the amount or frequency of something.”
- **Separable:** No, it is inseparable.
- **Forms:**
  - **Present Participle:** cutting down on
  - **Past:** cut down on
  - **Past Participle:** cut down on
- **Pronunciation Tips:**
  - **cutting down on:** /ˈkʌtɪŋ daʊn ɒn/
    - Say “cutting” like **kuh-ting**. Link “down” and “on” together.
  - **cut down on:** /kʌt daʊn ɒn/
    - Make “cut” crisp and clear. Flow smoothly between “down” and “on.”

### 4. Figure out

- **Polysemy:** No. It generally means “to understand or solve something.”
- **Separable:** Yes, it is separable.
  - Example: “Figure it out.”
- **Forms:**
  - **Present Participle:** figuring out
  - **Past:** figured out
  - **Past Participle:** figured out
- **Pronunciation Tips:**
  - **figuring out:** /ˈfɪɡjərɪŋ əʊt/
    - Say “figuring” like **fig-yur-ing**. Connect “out” smoothly.
  - **figured out:** /ˈfɪɡjəd əʊt/
    - Stress the “fig” part and link “figured” to “out.”

### 5. Find out

- **Polysemy:** No. It primarily means “to discover or learn something.”
- **Separable:** Yes, it is separable.
  - Example: “Find it out.”
- **Forms:**
  - **Present Participle:** finding out
  - **Past:** found out
  - **Past Participle:** found out
- **Pronunciation Tips:**
  - **finding out:** /ˈfaɪndɪŋ əʊt/
    - Say “finding” like **fine-ding**. Link “out” naturally.
  - **found out:** /faʊnd əʊt/

- Say "found" like **fow-nd**. Connect it to "out."

## 6. Cover up

- **Polysemy:** Yes. It can mean either "to conceal something" or "to put something over to protect."
- **Separable:** Yes, it is separable.
  - Example: "Cover it up."
- **Forms:**
  - **Present Participle:** covering up
  - **Past:** covered up
  - **Past Participle:** covered up
- **Pronunciation Tips:**
  - **covering up:** /'kʌvərɪŋ ʌp/
    - Say "covering" like **kuh-vuh-ring**. Link it smoothly to "up."
  - **covered up:** /'kʌvəd ʌp/
    - Make "covered" sound like **kuh-vuh-rd**. Connect to "up."

These guidelines should help non-native speakers understand, pronounce, and use these phrasal verbs accurately in different contexts!



Using all these phrasal verbs, please generate a conversation between a professor and a student. Please involve some quantitative things.



**Context:** A conversation between a **professor** and a **graduate student** discussing the student's progress on their thesis research. The student is working on analyzing data related to energy consumption and cost-efficiency in smart homes.

**Professor:** Good morning, Alex! How's your research coming along? Have you managed to **come up with** a strategy for analyzing the energy consumption data?

**Student:** Good morning, Professor. Yes, I've been working on it. After going through the data, I was able to **figure out** a way to quantify the impact of smart appliances. But I realized I might **run out of** time if I don't optimize my approach.

**Professor:** That's great to hear you've made progress. But yes, managing time is critical. How much time do you think you have left to finalize your calculations?

**Student:** If I **cut down on** some of the manual checks and automate parts of the process, I estimate I can finish in two weeks. Right now, the manual validation is taking too long. For example, the initial energy consumption logs I analyzed were off by 10%, so I had to **find out** where those discrepancies were coming from.

**Professor:** Good catch! That could've really skewed your results. How did you **figure out** the source of those discrepancies?

**Student:** I noticed that some of the smart thermostats were reporting inconsistent data. After digging in, I discovered it was because they **ran out of** battery during certain intervals, which led to missing values. I had to **cover up** those gaps with estimates using linear interpolation.

**Professor:** That's a clever solution. But make sure your report clearly explains how you addressed those gaps—don't **cover up** too many details, or the reviewers might question your methodology.

**Student:** Absolutely. I'm planning to include a section detailing all the adjustments. Also, I've been trying to **come up with** a model that predicts potential cost savings. Right now, I've figured that reducing heating by just 5% could cut down energy bills by around \$200 per household annually. But I need to **come up with** more precise figures.

**Professor:** That's a significant saving. If you can **come up with** even more optimizations, it would strengthen your thesis. Have you thought about how to scale these results for larger datasets?

**Student:** That's what I'm working on now. If I don't, I might **run out of** memory on my current system. I'm planning to use cloud storage, which should allow me to handle datasets that are ten times larger.

**Professor:** Sounds like you're on the right track. Just remember, if you **find out** anything unexpected during the next phase, don't hesitate to adjust your methods. And if you need more resources, let me know.

**Student:** Thank you, Professor! I'll keep you updated. I'll be running the new model tonight and will see if I can **come up with** more accurate projections for the savings.

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This conversation integrates all the given phrasal verbs and includes quantitative elements related to the student's research on energy consumption, automation, and cost savings.



now, please generate a funny story using these phrasal verbs. please involve some quantitative things.



**Title:** *The Great Cookie Catastrophe*

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In the small town of Bakersville, the annual baking competition was in full swing. Marvin, an eager yet absent-minded contestant, was determined to **come up with** the ultimate cookie recipe to win the grand prize: a year's supply of chocolate chips. He had been **figuring out** his recipe for weeks, trying to perfect the balance between crunch and chewiness.

The competition rules were strict: each contestant had to bake exactly **100 cookies** in under an hour. Marvin was confident he had it all figured out, but halfway through the contest, he realized he was

about to **run out of** flour. In a panic, he turned to his friend Sally, who was baking next to him.

"Hey, Sally, I'm about to **run out of** flour! Can you lend me a cup?" he pleaded.

"Marvin, you've already borrowed three cups!" she replied. "If I give you more, I'll **cut down on** my own cookie batch!" But Sally, being a good friend, gave him just enough to finish his dough.

Now that Marvin had all the ingredients, he tried to **figure out** how to bake the cookies faster. He decided to set his oven to **500 degrees Fahrenheit**, thinking it would cut down baking time. However, within minutes, smoke began billowing from his oven. The judges rushed over, noses twitching at the smell of something... burning?

"Marvin, what's going on here?" Judge Thompson asked, waving away the smoke.

"I don't know! I was trying to **come up with** a way to bake faster, but I think I might have set the temperature a bit too high," Marvin admitted sheepishly.

The cookies were completely charred. Marvin, desperate to salvage his entry, decided to **cover up** the burnt edges with copious amounts of frosting. "If I can just **cover up** the black bits, maybe no one will notice," he muttered to himself.

But as he was frantically frosting, he noticed he was about to **run out of** sugar, too. "Oh no, I forgot to **find out** how much sugar I needed!" In a last-ditch effort, Marvin used salt instead of sugar, figuring no one would notice under all that frosting.

The moment of truth came when the judges took a bite. Judge Thompson's face turned bright red as he struggled to swallow the overly salty, overly frosted, burnt cookie. "Marvin, did you even **figure out** what went into these cookies?"

Marvin shrugged. "Well, I tried to **come up with** something creative... I just didn't have enough sugar, flour, or time!"

Needless to say, Marvin didn't win the competition. But he did earn the "Most Memorable Disaster" award, which came with a consolation prize: a baking timer and a beginner's cookbook.

As Marvin left the competition, Sally patted him on the back. "Next time, maybe you should **figure out** your measurements first. You know, like maybe **find out** how much flour you actually need."

Marvin laughed. "Yeah, I guess I should also **cut down on** my creative experiments. Who knew too much salt would ruin a cookie?"

And from that day on, Marvin became famous in Bakersville—not as the best baker, but as the man who could **come up with** a cookie disaster like no other.

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