This is a sample of two lessons from *A Phrasal Verb Affair*, © 2003 by Keith Kohnhorst. The sample may be printed and used in class with the permission of the publisher and author.

The introduction and explanation of use begin on page 1. The first lesson (Scene1) begins on page 6, with the first script on page 8, followed by 8 pages of exercises. The Answer Key for Scenes 1 and 2 exercises follow the second lesson (pages 156-158), and the answers are followed by the 8-page Phrasal Verb Glossary (pages 175-182). The soap opera script has been read dramatically and is available on audio CD. For some reason the printing in this sample is not as crisp as in the printed book.
At Pro Lingua Associates,
our objective is to foster an approach to learning and teaching
that we call interplay, the interaction of language learners and teachers
with their materials, the language and culture, and each other
in active, creative, and productive play.

This book was set in Californian. The title on the cover and title page is Viner Hand ITC. This book was
designed by Susannah Clark. It was printed and bound by Boyd Printing Company, Albany, New York.

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The Cast of Characters

Maria

John

Jean

Buddy

Bobbi

Elaine

Mr. Henson

Bartender
A Brief Introduction to Phrasal Verbs

The Importance of Phrasal Verbs
Students need to master phrasal verbs to be proficient in English because native speakers use them all the time in both formal and informal writing and conversation. The number of phrasal verbs, like the world’s population, keeps growing and growing. (The Longman Dictionary of Phrasal Verbs lists over 12,000 entries.) Monosyllabic verbs (e.g., take, put, buy) are continually joining with particles (e.g., in, out, on, off) to form new verbs (e.g., chill out, log on).

For most students of English, learning how to use phrasal verbs is a major challenge. Phrasal verbs occur in Germanic languages but very few others. They are semantically and grammatically complex. So it’s no wonder that students avoid them, or why so many teachers and grammar books cover them in only a superficial way. This book will give students the foundation they need to develop an active understanding and use of phrasal verbs—and they’ll have fun in the process.
Defining a Phrasal Verb
Just as phrasal verbs are difficult for ESL students to figure out, linguists have a hard time agreeing on what a phrasal verb is. Most grammarians define a phrasal verb as a verb followed by a particle (often called a preposition or an adverb). In some cases, the particle may be followed by a preposition, resulting in a three-word verb.

He put off [postponed] his meeting.
I ran into [met] an old friend yesterday.
I can’t put up with [tolerate] his behavior anymore.

Semantic Creativity
In his definitive work *The Phrasal Verb in English*, Dwight Bolinger called phrasal verbs “an outpouring of lexical creativeness that surpasses anything else in our language.”

1. A war broke out [began].
2. The baseball player broke out of [ended] his hitting slump.
3. His face broke out [erupted] in red spots.
4. The prisoner broke out [escaped].
5. He broke out [opened] an expensive bottle of wine.

Semantic Complexity
A phrasal verb can have more than one meaning. For example: When Mary put on her wedding dress, we thought she had put on 25 pounds in the past month, but she had put a pillow under the dress and was putting us on.

<table>
<thead>
<tr>
<th>put on clothes</th>
<th>put on weight</th>
<th>putting us on</th>
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<tbody>
<tr>
<td>literal/transparent</td>
<td>figurative/semi-transparent</td>
<td>idiomatic/opaque</td>
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<tr>
<td>concrete meaning</td>
<td>We can see the</td>
<td>It is difficult to</td>
</tr>
<tr>
<td>of direction and</td>
<td>relationship to</td>
<td>see the literal</td>
</tr>
<tr>
<td>position</td>
<td>literal meaning</td>
<td>meaning</td>
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</table>

Of course, the literal meaning is easiest for students to understand. The figurative meaning is harder, but we can see the relationship to the literal meaning. The idiomatic meaning can only be understood from the context of the entire sentence. This book focuses on phrasal verbs with figurative or idiomatic meanings (e.g., put on weight, put somebody on).
Grammatical Complexity
This book contains three types of phrasal verbs:
1. verb + adverb, as in: The plane took off [departed].
2. verb + preposition, as in: Don't buy into [believe] his argument.
3. verb + adverb + preposition, as in: She looks up to [respects] her parents.

Verb + Adverb
Only verb + adverb combinations are separable.
   I asked Mary out.
   I asked out Mary.

Only verb + adverb combinations can be intransitive (not take an object).
   My car broke down.

Pronoun objects always come before the adverb.
   I can't figure it out.

Verb + Preposition
This book contains verb + preposition combinations that are figurative or idiomatic and thus seem to function as a semantic unit.
   He looked into the problem.
   She's building on her success.

Not included are verb + preposition combinations in which the meaning can be understood from the verb alone and is not figuratively extended.
   I can depend on him.

These examples can be identified as verb + preposition combinations because the verb and preposition cannot be separated (e.g. *He looked the problem into. She's *building her success on). Verb + preposition combinations are always transitive; the preposition always takes an object.

Verb + Adverb + Preposition
Again, these three-word verbs form a semantic unit. The three-word verb always takes an object, which always follows the preposition.
   My boss looks down on me.
   I'm coming down with a cold.
USER'S GUIDE

The Text
Each scene in the text follows the same sequence of activities. The title of the scene features a phrasal verb that is important to the story line. On the first page of each scene, there are questions to stimulate discussion in groups or pairs. In “Setting Up,” the questions prepare the students for the events in the scene. In “Pair Up,” the questions explore the meaning of the phrasal verb featured in the title.

The illustrations at the beginning of each scene can be used to prepare the students for the events in the scene. Students can simply describe the picture, or they can try to guess what will happen in the scene. This can be done in pairs or as an activity for the whole class.

The dialogue in the scene can be used in a variety of ways. One option is to play the corresponding track from the CD as the students listen. Then the students read the script individually or in small groups (the number in the group depending on the number of characters in the scene, always at least three, including a person who reads the introduction and other scene-setting lines). The use of the CD is, however, optional, and the class can work on the script by simply reading it through and then working on comprehension.

As the students work on the dialogue, the focus should be on understanding the events. This may generate questions about the meaning of the phrasal verbs and other vocabulary in the script. The teacher can circulate to clarify the meanings for the students.

The exercises following the scene are self-explanatory. They can be done individually, in pairs, or in groups according to the instructions. The purpose of the exercises is to explore the form, meaning, and usage of the phrasal verbs. There are more than 200 different verbs in the entire text.

The answers to the exercises are available for self-checking on pages 156–174. A glossary of all the phrasal verbs in this text is on pages 175–182 for reference.
A reconstruction of the entire story in pictures follows the glossary. It can be used as a summary activity.

**The CD**
The CD has two sections. In the first section (tracks 1–15), each scene is dramatically presented on a different track. In the second section (tracks 16–30), the phrasal verbs that occur in each scene are spoken in a phrase or sentence from that scene. These tracks can be used for pronunciation practice, for summarizing the scene, or for reviewing previous scenes.
Scene 1: Building Up Anger

Setting Up Scene 1
In Scene 1, Maria and her husband, John, build up anger towards one another. How do couples build up anger toward one another? What might happen if their anger builds up too much?

Pair Up
With a classmate, discuss the following questions.

1. What are some good ways to build up your vocabulary?
2. If you feel anger building up against your friend, what do you do?
3. Would you like to build up your confidence to talk to Americans? How could you do this?
BUILDING UP ANGER

It's Tuesday morning, and John and Maria are having breakfast. Maria suspects that John was up to no good last night. A mix of fear and anger is building up inside her. John feels hungover.

Maria: John, I didn't want to bring this up. I know we've been trying to build on the trust we established in therapy, and I'm so happy that we've bounced back from a near divorce, but I smelled perfume on you last night that wasn't mine. Am I right?

John: (Shouting) I don't answer to anyone, especially to you and your accusations, which never add up to anything, anyway!

Maria: You don't have to blow up like that. It makes me think you're trying to brush me off because you feel guilty about something.

John: No, it's because you bring out the worst in me with your mistrust. You think I ask out every woman I see. Why don't you back up your accusations with some proof? Hire a detective or something.

Maria: You bring it on yourself by not talking to me. I'm your wife, for God's sake!

John: Yes, and a wife is supposed to believe in her husband!

John breaks off the argument by going into the bathroom and slamming the door. Maria breaks down, bursts into tears, and runs into the bedroom, fearing that she and John are going to break up.
EXERCISES FOR SCENE 1

A. What’s Going On?
Discuss the following questions with your classmates.

1. Why is Maria reluctant to bring up her worries?
2. What does John mean when he shouts, “I don’t answer to anyone!”? Why does he shout?
3. What kind of proof would Maria need to back up her accusations?
4. What does John bring on himself, according to Maria?
5. Why does John feel that Maria brings out the worst in him? The worst what?
6. What do you think John was really up to last night?

Transitive or Intransitive?
Like one-word verbs, phrasal verbs are transitive or intransitive. The majority are transitive.

A transitive verb takes an object noun, which answers the questions “who” or “what.”

He brought up a good question.

“A good question,” an object noun, answers the question, “What did he bring up?”

An intransitive verb does not take an object noun; the words that follow an intransitive verb do not answer the question “who” or “what.”

My car broke down yesterday.

Some verbs can be transitive or intransitive:

(T) She is building up her confidence.
(I) Her confidence is building up.
B. Search Out

Part 1
With a classmate, find and underline 16 phrasal verbs from Scene 1 that begin with the letters A or B and contain the following particles: in, into, out, up, down, on, off. The verbs are listed in Exercise D, but try to find them first.

Part 2
In the spaces below, list the phrasal verbs you have underlined. Write “T” next to each transitive verb and write its object. If the phrase includes a pronoun object, write the pronoun between the two parts of the verb. If the verb is intransitive, write “I” next to it. The first three are done for you.

1. T be (was) up to
2. I build up
3. T bring this up
4. ___ ___
5. ___ ___
6. ___ ___
7. ___ ___
8. ___ ___
9. ___ ___
10. ___ ___
11. ___ ___
12. ___ ___
13. ___ ___
14. ___ ___
15. ___ ___
16. ___ ___

no good
C. Look Back
With a classmate, find two phrasal verbs in Scene 1 with the particles “back” and “to.” Then write your own sentences using the phrasal verbs.

1. 

2. 

D. Match Up
Match the phrasal verb with the best definition and write the correct letter in the blank.
Part 1

1. be up to ___ a. to have a particular result
2. build up ___ b. to use something as a base for further development
3. bring up ___ c. to rudely ignore someone or their ideas
4. build on ___ d. to introduce a subject
5. add up to ___ e. to yield or amount to
6. blow up ___ f. to be doing something (often something bad)
7. brush off ___ g. to increase gradually
8. bring out ___ h. to explode with anger
Part 2

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<tr>
<td>9. ask out</td>
<td></td>
<td>a. to end an intimate relationship with someone</td>
</tr>
<tr>
<td>10. back up</td>
<td></td>
<td>b. to erupt in (laughter, tears, applause, etc.)</td>
</tr>
<tr>
<td>11. bring on</td>
<td></td>
<td>c. to have faith or trust in</td>
</tr>
<tr>
<td>12. believe in</td>
<td></td>
<td>d. to suddenly end something</td>
</tr>
<tr>
<td>13. break off</td>
<td></td>
<td>e. to lose control of your emotions</td>
</tr>
<tr>
<td>14. break down</td>
<td></td>
<td>f. to cause something unpleasant to happen</td>
</tr>
<tr>
<td>15. burst into</td>
<td></td>
<td>g. to invite someone on a date</td>
</tr>
<tr>
<td>16. break up</td>
<td></td>
<td>h. to support what someone is saying</td>
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E. Talk It Over
Discuss the following questions with your classmates.

1. What have you been up to lately?
2. What ESL achievements or successes are you building on?
3. Whom have you brushed off lately? Why? Who has brushed you off lately? Why?
4. Who brings out the best in you? How do they do it?
5. What do you do when you feel a lot of stress building up?
6. Who or what makes you burst into laughter? Explain.

Most transitive two-word verbs are separable; this means that the noun can precede (example 1) or follow (example 2) the particle:

(1) *He asked out Mary.*
(2) He asked Mary out.

However, if the object is a pronoun, it must precede the particle.

(1) He asked her out.
(2) *He asked out her.*
F. Split Up
Fill in the blanks with the correct phrasal verbs from the list below and insert the correct pronoun between the verb and particle. Some verbs require a change in tense.

- bring on
- brush off
- back up
- bring up
- build up
- ask out
- bring out

1. What my father said was wrong, but please don’t ________________ at dinner.
2. Susie tried to talk to the boss about our complaints, but he ________________.
3. Mary said that she wasn’t drunk last night, and I can ________________.
4. She has a great sense of humor, and her husband ___________________ in her.
5. He has a lot of problems, but he ___________________ himself by lying to people.
6. Enrique is attracted to Mayuki. He wants to ___________________.
7. Terry doesn’t have much self-esteem, but his teacher is trying to ________________ by praising his good work.

Phrasal verbs are easier to understand when the verb describes (1) a physical action:

The prisoner was tied up.

or (2) the primary meaning of the word:

Your numbers don’t add up.

These verbs are literal.

Phrasal verbs are harder to understand when the verb describes an abstraction, which is not its ordinary meaning but has similar qualities:

I was tied up in traffic. The person is not being tied up with rope, but since they are unable to move in traffic, the effect is somewhat similar.

Your story doesn’t add up. The details of the person’s story do not ring true.

These types of verbs are figurative.
G. Literal or Figurative?
Fill in the blank with the correct phrasal verb from the list below. Some answers require an object pronoun or a change in tense. Write “F” if the verb is used figuratively and “L” if it’s used literally.

bring up  add up  build up  burst into  bring on  bring out  build on

___ 1. We need more bricks to ____________________ the wall a few feet higher.
___ 2. He has worked for a number of dot-com companies and has _______________
an impressive resume.
___ 3. You ____________________ your cold by not getting enough rest.
___ 4. The man was bored with the magic act, so he shouted, “_______________
the clowns!”
___ 5. Boris and Tanya bought a cute little two-bedroom home. When they have a
baby, Boris is going to _________________ another room.
___ 6. Son, you sold your first car today. You have reason to be proud. Now you have
to _________________ your first success until you’ve sold as many cars as I have.
___ 7. All of his efforts to make her love him didn’t ____________________ anything.
She married someone else.
___ 8. What do 3,150 + 2,264 + 1,601 ____________________?
___ 9. Don’t _________________ Tuan’s recent divorce when he visits.
___ 10. The boxes in the basement were too heavy for Linda, so she had her son
______________ to the kitchen.
___ 11. When the match landed in the wastebasket, the papers inside it
_________________________ flames.
___ 12. After the pianist finished her virtuoso performance, the crowd
_________________________ into applause.
___ 13. Luis, will you get the lemonade and ____________________ to the patio?
___ 14. That neighborhood boy who smokes and curses is going to _______________
the worst in my son.
H. Check-Up
Work with a classmate to fill in the blanks. Some verbs require a change in tense. Then read the dialogue together.

Part 1

build on  bring up  back up  bring on  add up to  bring out  believe in

Ricky and his mother are discussing his suspension from school for lying to the police.

Mother: Ricky, you (1)_________ your school suspension by (2)_________.

Harry's lie about where he got the marijuana.

Ricky: (Rebelliously) Friends take care of friends.

Mother: (Angrily) Not when his story (3)_________________________ a big lie and gets you in trouble, too. I wish you'd never met him; he's a big troublemaker. He's (4)_________________________ a side of you that I didn't know existed—a deceitful side.

Ricky: (Angrily) I wish I had never (5)__________ any of this _______. I knew you'd be against me. You don't (6)_________________________ me. You think I'm a liar.

Mother: (Sadly) I suppose I do. Our relationship has been (7)_________________________ honesty and trust. I'm not so sure we have that anymore.

Part 2

brush off  blow up  build up  break up  break off  be up to  ask out  break down

Alan meets his best friend, Tom, in the hallway of their college dormitory.

Alan: (Excitedly) Hey, Letty just (8)_________________________ with her boyfriend. They had been going out for three years.

Scene 1: Building Up Anger
Tom: What happened?

Alan: I guess he got angry and (9)___________ at her and told her he never wanted to see her again. Letty (10)___________ and cried when she told me about it. She didn't want to (11)___________ the relationship ________, but when she saw him yesterday, he was with another woman, and (12)___________ her _____ without saying a word.

Tom: (Teasingly) I know what you (13)___________. You're going to (14)___________ her ________. You've been wanting to date her for years.

Alan: (Seriously) She's not ready to date right now. Besides, we've been (15)___________ a close friendship for the last year. I don't want to ruin that.

I. Make It Up
With a classmate, write a short dialogue in which a student who has been building up a lot of anger against her teacher has a confrontation with him about her poor essay grade. Use at least seven phrasal verbs from Scene 1. When you're finished, read the dialogue to the class.

J. Sum Up and Look Ahead
Briefly summarize what happened in Scene 1. Then ask a classmate what they think will happen in Scene 2 when John goes to check on Maria in the bedroom.
Scene 2: I Wish I Could Count On You

Setting Up Scene 2
Why does Maria feel she can't count on John to tell the truth? What might have happened in the past to make her feel this way?

Pair Up
Discuss the following questions with a classmate.

1. In the following situation, who is talking to whom, and where is this happening?
   “You can count on me to be here every day on time, to answer any questions you might have, and to give a lot of homework. Can I count on you to be here every day on time, to answer any questions I might ask, and to do a lot of homework?”

2. Can you count on the following people or government agencies? Why or why not?
   What can you count on or not count on them to do for you?
   A stranger?
   Your family?
   The police?
   Your employer?
   The Internal Revenue Service?
   A car salesman?
I Wish I Could Count On You

Five minutes later, John goes to check on Maria in the bedroom.

John: (Softly) Please don’t cry, Maria. Let me clear up any doubts you might have about last night. I stayed late at work because my sales haven’t been very good lately and I need to work harder or I won’t get a Christmas bonus. Anyway, Buddy was there catching up on some accounts he’s fallen behind on, and he came up with the idea of going out for a drink. I told him I felt like I was coming down with a cold, but you know how pushy he is. I said I would go, but that I was trying to clean up my act by cutting down on alcohol and would only have one beer. Anyway, at the bar I was minding my own business when some woman came on to me. She was drunk and loud, and I tried to brush her off, but she wouldn’t leave me alone until I danced with her.

Maria: (Angry and surprised) You expect me to buy into this story?

John: (Frustrated) Calm down, Maria. I wasn’t attracted to her at all. Please believe me, because it’s true—and Buddy will back up everything I’ve said!

Maria: (Sarcastic) I’m sure he will. He always bails you out when you need an alibi.

John: I’m telling you, nothing happened. Don’t let this come between us.

Maria: (Sadly) I wish I could believe you, but I don’t. When things like this come up, I feel like I can’t count on you to tell the truth. After all, you said you weren’t attracted to Melissa, either.

John: (Angrily) Stop it, Maria, will you? Why are you bringing Melissa into the conversation?

Maria: (Shouting) You’re the one who needs to stop it!

John marches out of the room and slams the door. Maria beats on her pillow.

Scene 2: I Wish I Could Count On You
EXERCISES FOR SCENE 2

A. What’s Going On?
Discuss the following questions with your classmates.

1. Why do you think John went to check on Maria?
2. What “act” is John trying to clean up?
3. John said a woman came on to him. How might a woman come on to a man? How might a man come on to a woman?
4. Do you believe John’s story about what happened at the bar? Why or why not?
5. Why do you think John told Maria that he danced with another woman?
6. Why does Maria say “I’m sure he will” sarcastically?
7. Who do you think Melissa is? Why does John get angry when Maria brings Melissa into the conversation?

B. Search Out
Part 1
With a classmate, find and underline 14 phrasal verbs from Scene 2 that begin with the letters Bor C and contain the following particles: in, into, out, up, down, on, off. The verbs are listed in Exercise D, but try to find them first. Note: Do not include “brush off” or “back up”; they appeared in Scene 1.

Part 2
In the spaces on the next page, list all the phrasal verbs you have underlined. Write “T” next to each transitive verb and write its object. If the phrase includes a pronoun object, write the pronoun between the two parts of the verb. Note that if the phrase is a three-word verb, the pronoun comes after the verb. Also note that “count on” is a verb + preposition, and the pronoun follows the preposition. If the verb is intransitive, write “T” next to it.
C. Look Back
With a classmate, find two phrasal verbs from Scene 2 with the particles “between” and “behind.” Then write your own sentences using the phrasal verbs.

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1. __________________________________________________________________________________

2. __________________________________________________________________________________
D. Match Up
Match the phrasal verb with the best definition and write the correct letter in the blank.

**Part 1**

1. check on _____ a. to think of an idea or plan
2. clear up _____ b. to make someone or something become moral or responsible
3. catch up on _____ c. to find out how or what someone is doing
4. come up with _____ d. to help someone understand the facts of a situation
5. come down with _____ e. to reduce the amount of something
6. clean up _____ f. to do work one should have done earlier
7. cut down on _____ g. to become ill

**Part 2**

8. come on to _____ a. to believe an idea, often a false one
9. calm down _____ b. to depend on or be certain of someone or something
10. bail out _____ c. to arise
11. buy into _____ d. to help someone out of a difficult situation
12. come up _____ e. to make clear that one is interested in someone
13. count on _____ f. to become relaxed after being nervous or excited
14. bring into _____ g. to introduce someone or something into a discussion
E. Talk It Over
Discuss the following questions with your classmates.

1. What work have you fallen behind on and need to catch up on?
2. What do you need to cut down on?
3. What do you do or take when you come down with something?
4. What stereotypes about America or Americans do foreigners buy into before they come to the United States? What stereotypes did you buy into? Were they true?
5. Whom or what do you count on?

F. Split Up
Fill in the blanks with the correct phrasal verbs from the list below and insert the correct pronoun between the verb and particle. Some verbs require a change in tense.

- calm down
- bail out
- bring into
- clear up
- clean up

1. My teacher and I had a misunderstanding in class, but we __________________ in her office.
2. My friend keeps asking me to give him the homework answers, but I told him I can't __________________ any longer. He needs to do his own work.
3. When she heard that the right-wing candidate was going to be president, she began to cry, so we had to ____________________________.
4. My teacher said my essay had too many grammar errors and that I needed to ____________________________ before she would accept it.
5. Helene's family doesn't like to talk about Jim, so don't ____________________________ the conversation.
G. Literal or Figurative?
Fill in the blank with the correct phrasal verb from the list below. Some answers require an object pronoun or a change in tense. Write “F” if the verb is used figuratively and “L” if it’s used literally.

- clear up  count on  bring into  bail out  come up  buy into  catch up

1. Did you hear that the newspaper tycoon is going to __________ a satellite TV company?
   L

2. When I first moved to the United States, I __________ the American dream—you know a house, two cars—but three years later, I’m still struggling to support my family and pay the rent.
   F

3. I heard on the weather report that it’s going to __________ tomorrow and be a beautiful day.
   L

4. Students, I know you’re confused about what’s going to be on the midterm, so let me take a few minutes to __________ things _______.
   L

5. Tuyet, please go out to the garage and find the Christmas lights and _______ them _______ the house.
   L

6. Jim: Larry, tell Tina that I wasn’t coming on to her sister at the party.
   Tina: Don’t ______ Larry ______ this! This is our problem.
   L

7. My aunt lives down in Florida, but she’ll be __________ to Maine to visit me soon.
   L

8. Every time I’m ready to take a vacation something always _______—one of my kids gets sick, my car breaks down, or work piles up.
   L

9. My daughter is just learning to add, so she still _______ her fingers.
   L

10. Dieter, you didn’t clean up the house like you promised. I _______ you, and you let me down.
    L

11. In the Boston Marathon, the Kenyan runner tripped and fell and couldn’t _______.
    L

12. Simon, you’ve missed five classes and two assignments. It’s going to be difficult for you to _______.
    L
13. Lisa, I can’t keep __________________ by telling Harry that you’re having lunch. Sooner or later, he’s going to find out that you’re meeting Tim at the park.
14. My brother was arrested for drinking and driving, and I had to pay $1,000 to __________________.

H. Finish Up
Work with a classmate and complete these sentences with your own clauses.

1. When my boss came on to me at work, __________________
2. I’ve got some work I need to catch up on, so __________________
3. I’m trying to cut down on fatty foods because __________________
4. If you come up with the answer, __________________
5. Whenever I think I’m coming down with a cold, __________________
6. He tried to clear up the misunderstanding, but __________________
7. You can buy into your feelings that you’re a bad person or __________________
8. Parents should check on their children since __________________
9. I tried to calm her down, but __________________
10. If sad memories come up, __________________

I. Make It Up
With a classmate, write a short dialogue in which you confront a friend whom you had counted on to turn in your midterm essay while you were sick, but who ended up losing it. Use at least seven phrasal verbs from Scene 2. When you’re finished, read the dialogue to the class.

J. Sum Up and Look Ahead
Briefly summarize what happened in Scene 2. Then ask a classmate what advice Maria’s best friend, Joan, will give her about her relationship with John in Scene 3.
ANSWER KEY

Scene 1: Building Up Anger

B. Search Out, Part 2

1. T be (was) up to
2. I build up
3. T bring this up
4. T build on
5. I add up to
6. I blow up
7. T brush me off
8. T bring out
9. T ask out
10. T back up
11. T bring it on
12. T believe in
13. T break off
14. I break down
15. T burst into
16. I break up

no good
the trust
anything
the worst
every woman
your accusations
her husband
the argument

C. Look Back

1. bounce back
2. answer to

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D. Match Up

<table>
<thead>
<tr>
<th>Part 1</th>
<th>1. f</th>
<th>2. g</th>
<th>3. d</th>
<th>4. b</th>
<th>5. a</th>
<th>6. h</th>
<th>7. c</th>
<th>8. e</th>
</tr>
</thead>
</table>

F. Split Up

1. bring it up
2. brushed her off
3. back her up
4. brings it out
5. brings them on
6. ask her out
7. build it up

G. Literal or Figurative?

1. L build up
2. F built up
3. F brought on
4. L bring on
5. L build on
6. F build on
7. F add up to
8. L add up to
9. F bring up
10. L bring them up
11. L burst into
12. F burst into
13. L bring it out
14. F bring out

H. Check-Up

<table>
<thead>
<tr>
<th>Part 1</th>
<th>Part 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. brought on</td>
<td>8. broke up</td>
</tr>
<tr>
<td>2. backing up</td>
<td>9. blew up</td>
</tr>
<tr>
<td>3. adds up to</td>
<td>10. broke down</td>
</tr>
<tr>
<td>4. brought out</td>
<td>11. break/off</td>
</tr>
<tr>
<td>5. brought/up</td>
<td>12. brushed/off</td>
</tr>
<tr>
<td>6. believe in</td>
<td>13. are up to</td>
</tr>
<tr>
<td>7. built on</td>
<td>14. ask/out</td>
</tr>
<tr>
<td></td>
<td>15. building up</td>
</tr>
</tbody>
</table>
Scene 2: I Wish I Could Count On You

B. Search Out, Part 2
1. T check on Maria
2. T clear up any doubts
3. T catch up on some accounts
4. T come up with the idea
5. T come down with a cold
6. T clean up my act
7. T cut down on alcohol
8. T come on to me
9. T buy into this story
10. I calm down
11. T bail you out
12. I come up
13. T count on you
14. T bring Melissa into

C. Look Back
1. come between 2. fall behind on

D. Match Up
<table>
<thead>
<tr>
<th>Part 1</th>
<th>1. c</th>
<th>2. d</th>
<th>3. f</th>
<th>4. a</th>
<th>5. g</th>
<th>6. b</th>
<th>7. e</th>
</tr>
</thead>
</table>

E. Split Up
1. cleared it up 4. clean it up
2. bail him out 5. bring him into
3. calm her down

G. Literal or Figurative?
1. L buy into 8. F comes up
2. F bought into 9. L counts on
3. L clear up 10. F counted on
4. F clean up 11. L catch up
5. L bring into 12. F catch up
6. F bring into 13. F bailing you out
7. L coming up 14. L bail him out

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**Phrasal Verb Glossary**

- **st** something
- **sb** somebody
- **[t]** transitive (the verb takes an object)
  
  *Example: Carol asked out Jim.*
- **[i]** intransitive (the verb doesn’t take an object)
  
  *Example: Jim and Mary broke up.*
- **<>** separable (the object noun can come before or after the particle)
  
  *Example: He brought up the topic.*
  
  *He brought the topic up.*

---

- **add up to st** **[t]** to yield or amount to
- **answer to sb** **[t]** to obey or be obligated to someone
- **ask sb <out>** **[t]** to invite someone on a date
- **back sb/st <up>** **[t]** to support that what someone is saying
  
  *someone who gives support when needed; a replacement*
- **bail sb <out>** **[t]** to help someone out of a difficult situation
- **a bailout** **[t]** when an organization gives money to another to save it from failure
- **be up to st** **[t]** to be doing something (often something bad)
- **believe in sb/st** **[t]** to have faith or trust in
- **blow up** **[t]** to explode with anger
- **a blowup** **[t]** an angry outburst
- **bounce back** **[t]** to return to a previous state of success or health
- **break down** **[t]** to lose control of your emotions
- **a (nervous) breakdown** **[t]** when someone becomes mentally ill and can’t cope
- **break st <off>** **[t]** to suddenly end something
break up
   a breakup
bring sb/st along
bring sb/st into st
bring st on
bring st up
brush sb off
   a brush-off
build on st
build sb/st up
   a buildup
burst into st
buy into st
calm down
catch up on st
check on sb/st
clean st up
   a cleanup
clear st up
come between sb
come down with st
come on to sb
   a come-on
come up
come up with st
count on sb/st
cover for sb
cut down on st
dish st out
drag sb into st
dream st up
dump on sb
dwell on st
end in st
end up
face up to st
fall apart
fall behind on st
feel for sb
feel up to st
   to end an intimate relationship with someone
   the end of a relationship
   to take someone or something with one
   to introduce someone or something into a discussion
   to cause something unpleasant to happen
   to elicit or encourage
   to introduce a subject
   to rudely ignore someone or their ideas
   a rude dismissal of someone
   to use something as a base for further development
   to increase gradually
   a gradual increase
   to erupt in (laughter, tears, applause, etc.)
   to believe an idea, often a false one
   to become relaxed after being excited or nervous
   to do work one should have done earlier
   to find out how or what someone is doing
   to make something or someone become moral or responsible
   an act of cleaning
   to help someone understand the facts of a situation
   to create trouble between two people
   to become ill
   to make clear that one is interested in someone
   a flirtatious remark or action
   to arise
   to think of an idea or plan
   to depend on or be certain of someone or something
   to help someone avoid trouble by lying for them
   to reduce the amount of something
   to give freely
   to make someone get involved even if they don’t want to
   to think of a plan or idea, especially an unusual one
   to tell someone all of your problems
   to think or talk about something unpleasant for too long
   to result in
   to come to be in a particular situation without planning it
   to accept or acknowledge an unpleasant fact or situation
   to have a lot of problems
   to not do work one should
   to empathize with someone’s feelings
   to feel capable or well enough to do something
fight st <back>  [t] to try hard to hide one's feelings
fight sb/st <off>  [r] to try hard to repel or keep away
figure sb/st <out>  [r] to think about something until one understands it
fill sb <in>  [e] to tell someone about recent events they're unaware of
fill in for sb  [r] to do someone's work
    a fill-in  someone or something that temporarily substitutes for another
find out  [i] to discover or obtain information
finish up  [i] to complete a task
fix sb <up>  [r] to arrange for two people to meet, usually on a date
force st on sb  [r] to push on someone something that they don't want
force st out of sb  [r] to make someone tell something
foul up  [i] to make a mistake or spoil something
    a foul-up  a mistake or a mess caused by a mistake
freak out  [i] to become very excited or upset
gang up on sb  [r] to join or work with others against someone
get around st  [r] to find a way to avoid a problem or obligation
get away with st  [r] to do something wrong but not get caught or suffer the consequences
get sb down  [i] to make someone feel unhappy
get in  [i] to arrive
get into st  [e] to negatively affect someone's behavior
get sb off sb's back  [r] to make someone stop annoying or bothering someone
get on with st  [r] to continue or advance, often after an interruption
get st out of st  [e] to obtain something beneficial from something or someone
get over st  [r] to accept a loss or disappointment and resume one's life
get through st  [r] to work through a problem or difficult situation
give in  [i] to surrender or yield
give up  [i] to stop doing, having, or working on something
go back into  [r] to return to something
go into st  [r] to explain or discuss in detail
go off  [i] to leave, often suddenly
go on  [i] to continue as before
go on  [i] to happen or take place
go out with sb  [r] to date someone
grow out of st  [r] to mature and stop a past behavior
grow up  [i] to stop acting immature
hand st <over>  [r] to give someone something one is holding
hang in  [i] to persevere despite difficulties
hang out  [i] to spend a lot of time somewhere or with someone
    a hangout  a place to regularly spend time, often with friends
hang <up> st  [r] to end a phone call
have it out with sb  [r] to angrily confront someone
<table>
<thead>
<tr>
<th>Phrase</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>hear sb &lt;out&gt;</td>
<td>to listen to someone until they are finished</td>
</tr>
<tr>
<td>heat up</td>
<td>to become more intense</td>
</tr>
<tr>
<td>hit it off</td>
<td>to get along well with someone one just met</td>
</tr>
<tr>
<td>hold st &lt;down&gt;</td>
<td>to keep a job</td>
</tr>
<tr>
<td>hold st &lt;off&gt;</td>
<td>to postpone</td>
</tr>
<tr>
<td>hold on</td>
<td>to wait for a brief period</td>
</tr>
<tr>
<td>hold sb/st &lt;up&gt;</td>
<td>to delay someone or something</td>
</tr>
<tr>
<td>a holdup</td>
<td>a delay</td>
</tr>
<tr>
<td>hook up with sb</td>
<td>to meet someone or to become romantically involved with someone</td>
</tr>
<tr>
<td>iron st &lt;out&gt;</td>
<td>to solve a problem or difficulty</td>
</tr>
<tr>
<td>keep out of st</td>
<td>to not become involved in a troublesome situation</td>
</tr>
<tr>
<td>keep st &lt;up&gt;</td>
<td>to continue or maintain an activity at its current level</td>
</tr>
<tr>
<td>kick sb &lt;out&gt;</td>
<td>to force to leave</td>
</tr>
<tr>
<td>kiss up to sb</td>
<td>to try to please someone so they'll do something for one</td>
</tr>
<tr>
<td>knock it off</td>
<td>to stop an annoying behavior</td>
</tr>
<tr>
<td>lash out</td>
<td>to verbally attack someone</td>
</tr>
<tr>
<td>laugh st &lt;off&gt;</td>
<td>to ignore or joke about something bothersome</td>
</tr>
<tr>
<td>lay sb &lt;off&gt;</td>
<td>to stop employing someone</td>
</tr>
<tr>
<td>a layoff</td>
<td>a decision to stop employing someone</td>
</tr>
<tr>
<td>lead up to st</td>
<td>to move toward an important event or decision</td>
</tr>
<tr>
<td>leave sb/st &lt;behind&gt;</td>
<td>to choose not to continue with</td>
</tr>
<tr>
<td>let sb &lt;down&gt;</td>
<td>to disappoint someone</td>
</tr>
<tr>
<td>a letdown</td>
<td>a disappointment</td>
</tr>
<tr>
<td>let up</td>
<td>to decrease or cease</td>
</tr>
<tr>
<td>a letup</td>
<td>a decrease in something</td>
</tr>
<tr>
<td>level with sb</td>
<td>to tell someone a difficult truth</td>
</tr>
<tr>
<td>live st down</td>
<td>to overcome the shame of a misdeed or mistake</td>
</tr>
<tr>
<td>live off st</td>
<td>to support oneself</td>
</tr>
<tr>
<td>live up to st</td>
<td>to do as well as expected</td>
</tr>
<tr>
<td>look down on sb</td>
<td>to think one is better than another</td>
</tr>
<tr>
<td>look into st</td>
<td>to try to find out the truth about a problem</td>
</tr>
<tr>
<td>look out for sb</td>
<td>to protect someone's best interests</td>
</tr>
<tr>
<td>look up</td>
<td>to improve</td>
</tr>
<tr>
<td>look up to sb</td>
<td>to admire or respect</td>
</tr>
<tr>
<td>lose out</td>
<td>to not get something one wants</td>
</tr>
<tr>
<td>make of st</td>
<td>to try to understand something confusing</td>
</tr>
<tr>
<td>make out</td>
<td>to succeed or not as a result of effort</td>
</tr>
<tr>
<td>make sb/st out</td>
<td>to create an image</td>
</tr>
<tr>
<td>make st &lt;up&gt;</td>
<td>to invent a story or excuse, often to deceive someone</td>
</tr>
<tr>
<td>make st &lt;up&gt;</td>
<td>to do something extra to correct something</td>
</tr>
<tr>
<td>a makeup</td>
<td>a replacement test for one previously missed</td>
</tr>
</tbody>
</table>
make up for st  [c] to repay someone
measure up  [j] to be good enough or meet someone's standards
mess up  [j] to make a mistake or do something badly
mix sb <up>  [c] to mistake one person or thing for another
    a mix-up  a mistake that causes confusion
move on  [j] to leave a job or situation
move up  [j] to get a better job or move to a higher level
open up to sb  [c] to express your feelings or thoughts
own up to st  [c] to admit to a wrong one has done
pan out  [j] to develop or happen in a particular way
pass st <up>  [c] to not take advantage of an opportunity or offer
pay for st  [c] to be punished for a mistake or mistake
phase st <out>  [c] to gradually stop using or providing something
    a phase-out  a gradual move toward stopping something
pick on sb  [c] to tease or mistreat someone
pick up on st  [c] to notice or understand something subtle
pile up  [j] to increase in quantity or amount
    a pileup  a collision between a number of cars
pin sb <down>  [c] to make someone commit to or be clear about something
piss sb <off>  [c] to anger
plan ahead  [j] to prepare for the future
point st/sb <out>  [c] to inform someone of something they didn't know
pop out  [j] to suddenly say something one hadn't planned to
pour st <out>  [c] to say in a rush, usually something private one has been holding back
pull st <off>  [c] to succeed at a difficult task
put st <away>  [c] to stash away for a future time of need
put sb <down>  [c] to insult or criticize in a mean or cruel way
    a put-down  a mean or cruel remark
put st <in>  [c] to spend time or energy doing something or working
put sb/st <off>  [c] to delay or postpone something until a later date
put sb on  [j] to be untruthful
    a put-on  an untrue remark or act to fool someone
put st <over>  [c] to deceive someone
put sb up to st  [c] to encourage someone to do something
put up with sb/st  [c] to tolerate
reach out to sb  [c] to attempt to get closer to someone or to resolve bad feelings
read st into st  [c] to believe a situation has more importance than it does
read up on st  [c] to become informed about a subject
ride st <out>  [c] to persevere until a difficult situation has ended
rip sb <off>  [c] to charge more for something than it's worth
    a rip-off  the sale of something for a much higher price than it's worth
rub st <in> [t] to remind someone of something embarrassing to intentionally hurt them
rub off on sb [t] to acquire a habit or quality of another person
rule st <out> [t] to determine something is unlikely or impossible
run away from [t] to avoid facing something
run into sb [t] to meet someone unexpectedly
run off with sb [t] to go away with someone to have an affair
run out of st [t] to use up
run out on sb [t] to abandon someone
run to sb [t] to go to someone with a problem
run st <up> [t] to accumulate a big debt or to spend a lot of money
run up against sb/st [t] to encounter difficult or unexpected problems
rush into st [t] to do something suddenly without thinking enough about it
scrape st <up> [t] to find something scarce, often by being resourceful
screw up [i] to mess up or make a mistake
a screwup [t] a mistake or a person who makes a lot of mistakes
see in sb [t] to recognize positive qualities in someone
see sb <off> [t] to go with someone to a bus, train, or plane terminal to say goodbye
see st <through> [t] to ensure that something is completed
see to st [t] to make sure something will happen
set sb <off> [t] to annoy
settle down [i] to calm down
settle down with [i] to establish a home of one’s own
settle on st [t] to finally decide on something
set sb <up> [t] to arrange or cause something negative to happen
a setup [t] an arrangement that leads to negative consequences
shake st <off> [t] to get rid of a problem or illness
shake sb <up> [t] to upset or frighten
a shake-up [t] changes by an organization to make it more effective
shape up [i] to improve performance
ship out [i] to leave
shoot off sb’s mouth [i] to say something one shouldn’t
shop around [i] to go to different places looking for the best thing or price
show off sb/st [t] to try to impress people with someone or something
a show-off [i] a person who tries to impress people
show up [i] to arrive
sink in [i] to truly understand some information or facts
size sb/st <up> [t] to make a judgment about a person or situation
skip off [i] to leave suddenly and secretly
slow down [i] to decrease the rate or speed of something
a slowdown [i] a decrease in something
snap out of st [t] to stop feeling a certain way
<table>
<thead>
<tr>
<th>Phrase</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>sober up</td>
<td>to gradually become less drunk</td>
</tr>
<tr>
<td>sort st &lt;out&gt;</td>
<td>to organize tasks or things that are mixed up</td>
</tr>
<tr>
<td>space out</td>
<td>to lose awareness of one's surroundings and stare off into space</td>
</tr>
<tr>
<td>speak up</td>
<td>to voice your opinion instead of remaining silent</td>
</tr>
<tr>
<td>spell st &lt;out&gt;</td>
<td>to explain something clearly</td>
</tr>
<tr>
<td>split up</td>
<td>to end a relationship or marriage</td>
</tr>
<tr>
<td>stand alone</td>
<td>to face a situation without friends or support</td>
</tr>
<tr>
<td>stand out</td>
<td>to be easily noticed in a crowd or group by looking or sounding different</td>
</tr>
<tr>
<td>a standout</td>
<td>someone who is easily noticed, usually because they do something very well</td>
</tr>
<tr>
<td>stare sb &lt;down&gt;</td>
<td>to focus your gaze on someone to make them uncomfortable</td>
</tr>
<tr>
<td>start off</td>
<td>to begin</td>
</tr>
<tr>
<td>stay out of st</td>
<td>to not get involved</td>
</tr>
<tr>
<td>step in</td>
<td>to become involved</td>
</tr>
<tr>
<td>stick up for sb</td>
<td>to defend</td>
</tr>
<tr>
<td>stir st/sb &lt;up&gt;</td>
<td>to purposely create trouble or excitement</td>
</tr>
<tr>
<td>stop off</td>
<td>to make a brief visit</td>
</tr>
<tr>
<td>storm off</td>
<td>to quickly and angrily leave a place or situation</td>
</tr>
<tr>
<td>straighten sb/st &lt;out&gt;</td>
<td>to correct improper behavior or work out personal problems</td>
</tr>
<tr>
<td>straighten up sb/st</td>
<td>to correct improper behavior</td>
</tr>
<tr>
<td>stumble on st/sb</td>
<td>to discover something or someone unexpectedly</td>
</tr>
<tr>
<td>swear off st</td>
<td>to promise to stop a certain behavior, usually a negative one</td>
</tr>
<tr>
<td>sweat st &lt;out&gt;</td>
<td>to anxiously see a situation through to the end</td>
</tr>
<tr>
<td>take off</td>
<td>to leave quickly</td>
</tr>
<tr>
<td>a takeoff</td>
<td>the moment when something leaps into the air</td>
</tr>
<tr>
<td>take st &lt;on&gt;</td>
<td>to accept work or a responsibility</td>
</tr>
<tr>
<td>take sb &lt;out&gt;</td>
<td>to take someone on a date or pay for an outing</td>
</tr>
<tr>
<td>take st out on sb</td>
<td>to direct anger or frustration with one person or situation against another</td>
</tr>
<tr>
<td>take up st</td>
<td>to fill one's time or space</td>
</tr>
<tr>
<td>take sb up on st</td>
<td>to accept someone's offer</td>
</tr>
<tr>
<td>talk sb into st</td>
<td>to convince someone to do something</td>
</tr>
<tr>
<td>talk sb out of st</td>
<td>to convince someone not to do something</td>
</tr>
<tr>
<td>team up</td>
<td>to join with another to do something</td>
</tr>
<tr>
<td>tell sb &lt;off&gt;</td>
<td>to yell at someone</td>
</tr>
<tr>
<td>think st &lt;over&gt;</td>
<td>to consider something</td>
</tr>
<tr>
<td>think st &lt;up&gt;</td>
<td>to come up with an idea</td>
</tr>
<tr>
<td>throw st &lt;away&gt;</td>
<td>to discard or get rid of</td>
</tr>
<tr>
<td>throw up</td>
<td>to bring up food or drink from your stomach</td>
</tr>
<tr>
<td>tip sb &lt;off&gt;</td>
<td>to give someone secret information</td>
</tr>
<tr>
<td>a tip-off</td>
<td>a warning or a sign that gives something away</td>
</tr>
<tr>
<td>turn sb/st &lt;around&gt;</td>
<td>to make a positive change or a bad situation better</td>
</tr>
<tr>
<td>turn into</td>
<td>to become something different than before</td>
</tr>
<tr>
<td>Phrase</td>
<td>Definition</td>
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<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>turn sb &lt;off&gt;</td>
<td>[t] to lose interest in someone or something</td>
</tr>
<tr>
<td>a turnoff</td>
<td>something that makes one lose interest or that disgusts one</td>
</tr>
<tr>
<td>turn out</td>
<td>[l] to happen in a certain way</td>
</tr>
<tr>
<td>turn up</td>
<td>[l] to appear or show up unexpectedly</td>
</tr>
<tr>
<td>use st &lt;up&gt;</td>
<td>[t] to exhaust or consume completely</td>
</tr>
<tr>
<td>walk off</td>
<td>[l] to leave someone, often in a rude or angry manner</td>
</tr>
<tr>
<td>walk out on sb</td>
<td>[t] to leave a spouse suddenly</td>
</tr>
<tr>
<td>warm up to sb/st</td>
<td>[t] to begin to feel comfortable with someone or something</td>
</tr>
<tr>
<td>a warm-up</td>
<td>something that heats up or prepares something or someone</td>
</tr>
<tr>
<td>wear sb &lt;down&gt;</td>
<td>[t] to pressure someone to give in</td>
</tr>
<tr>
<td>weigh on sb</td>
<td>[t] to burden or pressure</td>
</tr>
<tr>
<td>well up</td>
<td>[l] to build up</td>
</tr>
<tr>
<td>wise up</td>
<td>[l] to realize the truth</td>
</tr>
<tr>
<td>work on st &lt;out&gt;</td>
<td>[t] to succeed or reach a happy conclusion over time</td>
</tr>
<tr>
<td>wrap st &lt;up&gt;</td>
<td>[t] to bring to a conclusion</td>
</tr>
<tr>
<td>a wrap-up</td>
<td>a report summarizing an event</td>
</tr>
<tr>
<td>write sb/st &lt;off&gt;</td>
<td>[t] to abandon something or someone as a loss or failure</td>
</tr>
<tr>
<td>a write-off</td>
<td>an elimination of something someone has to pay</td>
</tr>
<tr>
<td>zero in on sb/st</td>
<td>[t] to focus on a particular spot</td>
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