Key Academic Collocations
with High Frequency
Nouns and Verbs

ANSWER KEY

Practice exercises for high frequency noun- and verb-based collocations, organized alphabetically based on the collocation's target word

Nouns and Verbs: Key Academic Collocations

A-B Words (*ability* through *benefit)*

Instructions: Review the words that begin with "a" and "b" in the "Nouns and Verbs" section of the *Word Combination Card*. Then complete the sentences below with words from the box. Use the **bolded** words to help you find the correct collocations. You can use some words more than once.

old	that	of
artistic	to	at
common	school	the
careful	offer	in
take	toward	on
demonstrated	gain	from

THE TWO SIDES OF

MICHELANGELO

During the Italian Renaissance (the 14th and 15th centuries), many people believed that extraordinary **artistic** **ability** was given by God to a few rare painters, sculptors, musicians, etc. This **common** **belief** was based on the idea that God was acting through these individuals. That is, it was **argued** **that** only God could give artists true creative genius. Most art historians **agree** **that** Michelangelo illustrates this belief the best. However, while his art was clearly extraordinary, his **behavior** **toward** others was not always as "divine" (God-like).

As a young boy, Michelangelo **attended** a grammar **school** in Florence, but he did not enjoy this **careful** **analysis** **of** language. Instead, he preferred to **take** **a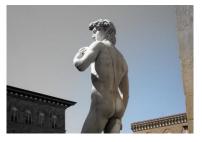dvantage** of Florence's wealth of painters and beautiful art, and he began to **gain** access to some of the best artists in Florence. It **appears** **that** Michelangelo's talent was quickly recognized. For example, **at** **the** age of only 14, he **accepted** an **offer** to work professionally (for money) for Domenico Ghirlandaio, a famous painter. Soon after,

Florence, Italy

2

Florence's ruler Lorenzo di Medici **asked** Michelangelo **to** attend his art school. Michelangelo **benefited** greatly **from** the artistic and political contacts he met there.

As a young man in his 20s, Michelangelo **demonstrated** his **ability** as a truly unique artist. He sculpted "David," perhaps his most famous piece, when he was 26. In **addition to** "David," he also sculpted "*Pietà*" in his twenties. He went on to create dozens of other famous works in his 30s and 40s and into his **old** age. (He died when he was 88.)

David

Pietà

While Michelangelo's art **appeared to** be the product of genius from heaven, his behavior often did not. For instance, Michelangelo did not **believe in** the **benefits of** maintaining his own appearance. He reportedly did not wash himself often, and the **addition of** his arrogant personality made him difficult to be around for many people. He was clearly not interested in **advice on** these aspects of his life.

Michelangelo was simply a brilliant man who focused entirely on his art. Nothing else mattered to him. For art lovers, the **advantages of** Michelangelo's artistic obsession are immeasurable and eternal.

Nouns and Verbs: Key Academic Collocations

A-B Words (*ability* through *benefit)*

Instructions: Review the words that begin with "a" and "b" in the "Nouns and Verbs" section of the *Word Combination Card*. Then complete the sentences below with words from the box. Use the **bolded** words to help you find the correct collocations. You can use some words more than once.

in	from	valuable
of	that	conducting
for	take	involved
to	meeting	participate

Extrinsic and Intrinsic

MOTIVATION

Psychologists have **argued** _____ there are two main types of motivation: *extrinsic* and *intrinsic*. A person is extrinsically motivated when he or she wants to do something in order to _____ **advantage** _____ a specific reward or outcome. For example, if a student **believes** _____ he will **benefit** _____ a high grade and does his homework simply to get this grade, he is considered to be *extrinsically* motivated. He is focused on the benefit _____ the reward. On the other hand, if a student is _____ in school **activities** because she simply wants to participate and because she **believes** _____ the value of the activity or task itself, she is *intrinsically* motivated.

After _____ careful **analyses** of the data, most psychologists **agree** _____ intrinsic motivation is more productive. For instance, research shows that a person will **attend** school or even a _____ with more enthusiasm and will prepare more thoroughly if she is intrinsically motivated. In **addition**

_____ these conclusions, research also **appears**

_____ indicate that people will be more creative and will solve complex

problems better if they are intrinsically motivated. Indeed, the **argument**

_____ intrinsic motivation is strong: intrinsic motivation seems to **allow**

us _____ be our best selves.

How can we live our lives with more intrinsic motivation? It is important to

_____ in **activities** that you truly enjoy and appreciate. In contrast, do

not **apply** _____ jobs or pursue other opportunities that do not really

interest you. In sum, stay true to yourself. Many psychologists suggest that this

_____ **advice** will help make your life happier and more productive.

Nouns and Verbs: Key Academic Collocations

C-D Words (*change* through *discuss*)

Instructions: Review the words that begin with "c" and "d" in the "Nouns and Verbs" section of the *Word Combination Card*. Then complete the sentences below with words from the box. Use the **bolded** words to help you find the correct collocations. You can use some words more than once.

to	with	basic
of	about	clearly
on	have	be
in	make	
as	job	

Blues Music: An Introduction

Award-winning blues guitarist and singer John Cephas

The "blues" is a traditional form of American music that can be **described as** an emotional and personal musical expression of ideas. The **basic** concept **of** the blues is that it is a heartfelt expression of personal troubles. For example, if you have a **conflict with** your boyfriend or girlfriend, you "have the blues." Or if you are unemployed because of **job cuts** at your company, you have the blues. While blues music can **clearly communicate** our suffering or challenges, it can also express that we have **chosen to** push past the difficulties or **make** positive **changes** in life.

The musical structure of the blues is relatively simple. However, many musicians **have difficulty** playing it well. This usually **depends on** a musician's ability to "feel" this type of music.

Blues music is **considered** to **be** an African American musical form that was developed in the 19th century by slaves. Because of this history, blues music has many **characteristics of** African music.

Many men and women have **contributed to** blues music. Early musicians include Charlie Patton, Robert Johnson and Gertrude "Ma" Rainey. Blues music underwent a **change in** style in the 1930s and

1940s with birth of the electric guitar. For example, Muddy Waters and B.B. King are famous electric blues guitar players.

Despite the power and excitement of this type of music, some people **have** concerns **about** the future of the blues. They fear that the blues is **in** danger of dying since it is not played on many radio stations. However, this appears unlikely since a growing number of young musicians and entertainers, such as Marcia Ball, Gary Clark, Jr. and Keb' Mo', have **decided to** continue this important musical tradition.

Name: _____   Date: _____

Nouns and Verbs: Key Academic Collocations

C-D Words (*change* through *discuss)*

Instructions: Review the words that begin with "c" and "d" in the "Nouns and Verbs" section of the ***Word Combination Card***. Then complete the sentences below with words from the box. Use the **bolded** words to help you find the correct collocations. You can use some words more than once.

to	on	that	unique
in	with	have	dramatic
of	from	military	expressing

Why do Men Wear Neckties?

Have you ever wondered where the **concept of** the necktie came from or why men have **decided that** wearing a necktie is a good idea? After all, a tie does not **contribute to** keeping us warm or dry. It's purely decorative.

The "necktie" originated in the 17th century. At that time, King Louis XIII of France hired Croatian soldiers, whom he **depended on** to help with a **military conflict with** Spain. These Croatian soldiers wore a piece of cloth around their neck in order to tie the top of their jackets. A **unique characteristic of** these "ties" was their bright color. Louis XIII liked the appearance of these neckties so much that he **decided to** require all men to wear them at official events. He **chose to** call this new piece of clothing "la cravat," which is still the French word for "necktie" today.

Since the 17th century, there have been **dramatic changes to** the design of the necktie. After decades of **expressing concerns** that neckties were too large and hard to manage, clothing designers began to create the relatively thin, easy tie design that is common today. However, just like in the kingdom of Louis XIII, men who do not wear a tie to formal events or to their workplaces are often **in danger of** looking inappropriate or disrespectful. For this reason, young men who **have difficulty** learning to make the special necktie knot usually must keep practicing until they get it right!

Nouns and Verbs: Key Academic Collocations

E-I Words (*experience* through *issue)*

Instructions: Review the words that begin with "e" through "i" in the "Nouns and Verbs" section of the *Word Combination Card*. Then complete the sentences below with words from the box. Use the **bolded** words to help you find the correct collocations. You can use some words more than once.

of	with	raise
to	from	painful
by	that	main
in	complex	pursued

The Birth of the Academic "University"

In the year 1200 in Paris, a **group of** students wanted to have a party, so they sent a boy to get some wine. Unfortunately, the wine that the boy was given was sour, so the students sent him back to the bar to exchange the sour wine for good wine. However, the men at the bar refused to **help** the boy **with** his request. In fact, they beat him and threw him into the street. The boy returned after this **painful experience** and **explained** the situation **to** the students. The students then went to the bar with the **main goal of** taking revenge, which they did. They beat up the owner of the bar and the other men there and **forced** the owner **to** give them some good wine.

The owner then went to the school's leader – called the "chancellor" – to **raise** the **issue of** the students' behavior and get **help from** him. The chancellor agreed to punish the students that were **involved with** these events. This decision was **followed by** more violence. In the end, several of the students were killed. The school's teachers (called "masters") and students were so concerned that they decided to try to form a union, called a "*universitas*" in Latin. They **hoped that** this *"University of the Masters and Students of Paris"* would give them special legal rights and would protect them in the future. That protection was (and is) the primary **function of** a "universitas," or union.

The masters and students **pursued** their **goal** by bringing their request to the king for his approval. The king asked them what they **intended to** do if he did not approve their "university." The students and teachers said they would leave Paris. Although it was a **complex issue** for the king, he

knew that the **growth _of_** Paris largely depended on these students and teachers. Therefore, he gave them his approval, and the first academic "university" was born.

Nouns and Verbs: Key Academic Collocations

E-I Words (*experience* through *issue*)

Instructions: Review the words that begin with "e" through "i" in the "Nouns and Verbs" section of the *Word Combination Card*. Then complete the sentences below with words from the box. Use the **bolded** words to help you find the correct collocations. You can use some words more than once.

to	had	important
in	why	pursued
of	rules	left
about	avoid	
that	raising	

Yolande Betbeze and the Courage to Say "No"

Beauty pageants (competitions that **include** physical beauty **in** the judging criteria) have been held in many places of the world for almost 200 years. Usually, the women who have won these pageants have been expected to **follow** the "**rules**" of their societies and not to push political or social boundaries. That is, because pageant organizers have often had a **fear of** offending their audience, the women in the competition were expected to **avoid** the sensitive **issues of** politics, civil rights, and other controversial topics that might challenge social traditions.

However, Yolande Betbeze (pronounced *YoLOND BET-bees*), the 1951 winner of the "Miss America" pageant, had never **intended to** follow these expectations. "I'm a Southern girl," she said, "but I'm a thinking girl." Indeed, Yolande **had** significant **experience** reading philosophy and singing opera, which were passions she developed in her home city of Mobile, Alabama. Yolande **left** her **home** in Alabama after she won that state's "Miss Alabama" pageant in 1950. She had **hoped that** this competition would provide her with the chance for singing opportunities up North. It did.

The following year, she won the Miss America pageant. After the competition, however, she refused to wear a bathing suit for special events, which was considered an **important** feature **of** the pageant and its winners. She confidently **explained why** she had done this: "I'm a singer," she said, "not a model." They could not **force** her **to** wear a bathing suit, she argued.

A view from backstage of the contestants in a beauty pageant, lined up in their swimsuits on stage in front of an audience, circa 1955. (Photo by FPG/Archive Photos)

In addition, she became **involved in** civil rights and **pursued** the **goal** of racial equality. She used her fame to spread **information about** racial injustices, such as unequal access to public and private facilities for African Americans. Furthermore, with the **help of** her efforts, the Miss America pageant gradually became more inclusive of women of color.

This talented, beautiful and independent woman died on February 22, 2016 at the age of 87. Yolande Betbeze will forever be remembered for her intellect and for courageously **raising issues** that pushed many Americans to rethink their lives and laws.

Nouns and Verbs: Key Academic Collocations

K-O Words (*knowledge* through *order)*

Instructions: Review the words that begin with "k" through "o" in the "Nouns and Verbs" section of the *Word Combination Card*. Then complete the sentences below with words from the box. Use the **bolded** words to help you find the correct collocations. You can use some words more than once.

in	job	social
to	weight	effective
of	money	long
for	have	happy
about	provide	forward
how	terrible	

Astrology

Astrology, which refers to **methods <u>of</u>** using the planets

and stars to predict or explain aspects of our lives, has existed for

thousands of years. In fact, until the 18th century, **knowledge <u>of</u>**

astrology had been considered a true science, and the relevance of

astrology was commonly accepted by **members <u>of</u>** the medical,

political and cultural communities. In other words, **learning <u>about</u>** astrology was considered essential

for most of human existence. Today, although most people acknowledge the **lack <u>of</u>** scientific evidence

to support astrology, it is still popular. For example, most major US newspapers still **offer** a horoscope

section* **<u>to</u>** their readers. These readers **look <u>forward</u>** to seeing astrologists' advice about their **<u>social</u>** or

professional **lives** based on their birthdays.

Among the **<u>long</u> list <u>of</u>** astrological systems is that of China.   Chinese astrology dates back to the

third millennium BC. Even the Chinese philosopher Confucius reportedly said that heaven sends down

its symbols in **order <u>for</u>** wise people **<u>to</u>** make predictions and act accordingly. However, Chinese

astrology was not **limited to** philosophy. As Confucius advised, astrology was used **in** order to make

predictions in agriculture, politics, and other important areas.

On a personal level, Chinese astrologers believe that the locations of the planets and stars when

we are born **provide** an **opportunity to** predict major events in our lives. For instance, based on the

Chinese animal signs, if someone born in 1992 (a "monkey") married someone born in 1989 (a "snake"),

they would probably **have** a **happy** marriage. In addition, many Chinese astrologers advise being careful

with financial or professional decisions in the year of the monkey (in 2016, for example) because one is

at a higher risk to **lose** one's **money** or **job**. Similarly, if one begins a diet during the year of the pig, the

diet might not result in much **weight** loss.

What do you think? Is it a **terrible** mistake to base your decisions on the planets and stars? Is it

a good idea to **learn to** interpret the heavens, or is this not an **effective** method of decision making?

*A horoscope section in a newspaper is a set of daily predictions for each person based on one's zodiac
sign (when you were born). Western Zodiac signs include "Aquarius," "Pisces," "Aries," etc.

Name: _____   Date: _____

Nouns and Verbs: Key Academic Collocations

K-O Words (*knowledge* through *order*)

<u>Instructions</u>: Review the words that begin with "k" through "o" in the "Nouns and Verbs" section of the ***Word Combination Card***. Then complete the sentences below with words from the box. Use the **bolded** words to help you find the correct collocations. You can use some words more than once.

in	about	lost	money
of	that	spent	family
for	be	provide	another
to	held	resources	terrible
at	made	simple	long

Orphans in America

In the early days of the United States, the **method of** dealing with orphans (children whose parents had **lost** their **lives**) was very straight forward: the children stayed with another **member of** the family. If there was a **lack of** available family members, the child often stayed with a neighbor. However, this **simple method** only worked well for small populations where there were relatively few children.

By the middle of the 19th century, the urban population had grown significantly, and orphanages (institutions for large groups of orphans) had become **another option** for taking care of orphans and of children whose parents **lacked** the **money/resources** to take care of them. However, there was a **long list of** problems with orphanages. For example, they were expensive, they were typically dirty, and the children were often treated poorly.

In the 1850s, a young minister in New York named Charles Loring Brace had a different **opinion about** how best to care for orphans. He thought that it was best to find other families to care for orphans. He also thought that very poor children should be placed with other families **in order to** make the society better and to **provide** healthier **opportunities for** the children. With these beliefs, he began a system called the "Orphan Trains."

Half of the children who rode the Orphan Trains were true orphans (without parents). However, the other half were children from families who **lacked** the **money/resources** to care for them. When these poor children were brought to Brace's organization, a **meeting** was **held** with the parents, and the parents **learned that** they would never see their child again. However, what could they do? The parents or parent did not have the money to take care of the child, and the state was **offering to** give the child a better life. Afterward, many of these parents felt that they had **made** a **terrible** mistake, but it was too late.

The children were then put on a train and sent to states such as Michigan and Kansas where they were given to other families. Sometimes the children enjoyed a good **family** life in their new homes, and sometimes they were treated like adopted slaves. Some of them **spent** their **lives** wondering who their real parents were. Many of them never had any **knowledge of/about** exactly what had happened or why.

In the 1930s, the approach to helping struggling families changed. That is, policy makers **looked at** the situation and realized that poor families should not **be** limited **to** giving away their children. Instead, the **opinion of** experts was that it would be better to treat the family as a whole rather than to remove the children. However, for children without any parents (or whose parents were temporarily incapable of handling children), the government still tried to place them with other families, just like with the Orphan Trains. This system is called "foster care." It began with the Orphan Trains of the 19th century and still survives today.

There have not been any orphanages in the US for many years, but most people have **learned about** them from popular books and movies such as *Annie* and *Oliver Twist*.

Name: _____   Date: _____

Nouns and Verbs: Key Academic Collocations

P-V Words (*participate* through *view*)

<u>Instructions</u>: Review the words that begin with "p" through "v" in the "Nouns and Verbs" section of the ***Word Combination Card***. Then complete the sentences below with words from the box. Use the **bolded** words to help you find the correct collocations. You can use some words more than once.

to	on	develop	cheap
in	with	changed	basic
for	that	was	excellent
of	had	taste	primary
from	cause	health	

The History of
Chocolate

The **topic of** chocolate and its history is certainly one that interests young and old, East and West, women and men. Perhaps one of the most **basic** and widely accepted **principles** of all of life is *chocolate is good*. According to a recent **report on** chocolate consumption, humans consume approximately 8 hundred million tons of chocolate each year and **pay** over 100 billion dollars **for** it.

Many of us may not **realize that** humans have been consuming chocolate for thousands of years, and that the Olmecs, Aztecs and Mayans in Latin America are the civilizations which were the first to **develop** the **skills** to make it. They **used** roasted and ground cacao beans **to** make a chocolate drink (it also contained water, honey, spices and chili peppers). They believed that chocolate **provided** them **with** power and **protected** them **from** negative energy. In fact, the Mayans prayed to a god of cacao, and in order to drink chocolate, a person **was required to** be a ruler, warrior, priest or noble. This meant that Mayan women and most men were **prohibited from** drinking it.

In the 16th century, Spanish explorers came to Latin America looking for gold and silver. They did not **succeed in** bringing much of these metals back to Spain, but they did return with chocolate.

However, the Spaniards had a different **sense** of **taste** than the Aztecs. The Spaniards **preferred to** sweeten it with sugar rather than to drink the bitter version that the Aztecs enjoyed.

At first, European consumption of chocolate was limited to Spain, but that **situation changed** when the daughter of Spanish King Philip III married French King Louis XIII in 1615. Chocolate quickly became popular throughout France and much of Europe.

Although chocolate was common as a drink, chocolate producers **had trouble** creating a solid form of chocolate until the Dutch chemist Coenraad Johannesburg van Houten developed the chocolate press in 1828. That year, he finally **had success** in separating the cacao "butter" from the beans. The leftover powder could then be mixed with other ingredients and molded into solid pieces. This changed the chocolate world forever.

Although sugar can **cause health problems**, chocolate itself has healthful properties. For example, chocolate, especially dark chocolate, is an **excellent source of** antioxidants.

Today, the **primary source** of cacao beans is Western Africa, where there is a good climate for cacao plants and a relatively **cheap source** of labor. Unfortunately, workers on these and other cacao plantations (farms) are sometimes mistreated, so it is important to buy "fair trade" chocolate when possible. The "fair trade" label **provides** the buyer **with** a guarantee that the workers have been treated and paid fairly.

Nouns and Verbs: Key Academic Collocations

P-V Words (*participate* through *view*)

<u>Instructions</u>: Review the words that begin with "p" through "v" in the "Nouns and Verbs" section of the ***Word Combination Card***. Then complete the sentences below with words from the box. Use the **bolded** words to help you find the correct collocations. You can use some words more than once.

on	that	avoiding
to	made	breaking
with	acquire	training
of	have	following
for	top	career
from	career	communication

The History of Grammar Rules: Our Journey from Shakespeare to Today

How long have we been **following** the **rules** of English grammar? When did the **topics of** grammar and word usage become important? Have grammar books always been **used to** guide our writing and speaking?

The answer to the last question above is a clear "No!" When Shakespeare was composing his famous stories and poems in the 16th and early 17th centuries, for instance, there was no **pressure on** writers **to** learn any official grammar or vocabulary "rules." Nobody talked about **avoiding** **problems with** verb endings or *who* vs. *whom*. Students did not **receive training from** their teachers on adjective clauses and parallel structure. At that time, if the language **made sense**, that was all that mattered. When Shakespeare was writing, nobody **stopped** him **from** making up new words or changing old ones. There was no strict **sense of** "right" and "wrong" in the English language.

How, then, did we arrive to the current day, when students often **have trouble with** grammar classes and are sometimes given low grades for **breaking** the **rules**? Many linguists assert that this **view on** the importance of grammar began with a writer named John Dryden in the late 17th century. Dryden argued that English lacked "elegance" and that English's lack of rules **prevented** it **from** becoming a beautiful, "perfect" language.

Meanwhile, this was a time of great social and economic change in England, and these changes were **providing** many citizens **with** the opportunity to rise up to the middle or upper classes of society. Many of these people felt **pressure to acquire** formal **communication skills** and to sound like upper class business people. They **realized that** one's style of speaking and writing could be perceived as a sign of success in life and in business, and they wanted to be **protected from** being judged as improper or impolite. Therefore, they **paid** their hard-earned money **for** these new grammar books and studied them like they were tickets to the club of success. These language skills were part of their **career plans** and were a **top priority** for them.

Around this time, other famous writers such as Noah Webster and Peter Roget began publishing dictionaries and thesauruses for the **purpose of** establishing rules. In this way, within a generation or two, basic social preferences in language became "laws," and now here you are today working on this exercise on the "correct" use of important English word combinations. Would you **prefer to** go back to the time of Shakespeare?