

Key Academic Collocations with High Frequency Nouns and Verbs

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

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Name: _____

Date: _____

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

THE TWO SIDES OF MICHELANGELO



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

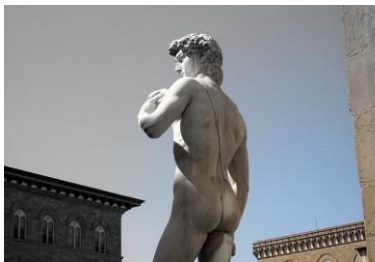
As a young boy, Michelangelo **attended** a grammar _____ in Florence, but he did not enjoy this _____ **analysis** _____ language. Instead, he preferred to _____ **advantage** of Florence’s wealth of painters and beautiful art, and he began to _____ access to some of the best artists in Florence. It **appears** _____



Florence, Italy

Michelangelo's talent was quickly recognized. For example, _____
_____ **age** of only 14, he **accepted** an _____ to work
professionally (for money) for Domenico Ghirlandaio, a famous painter. Soon after, Florence's ruler
Lorenzo di Medici **asked** Michelangelo _____ attend his art school. Michelangelo
benefited greatly _____ the artistic and political contacts he met there.

As a young man in his 20s, Michelangelo _____ his **ability** as a truly unique
artist. He sculpted "David," perhaps his most famous piece, when he was 26. In **addition**
_____ "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 _____ **age**. (He died
when he was 88.)



David



Pietà

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

Name: _____

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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.

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	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** _____ an emotional and personal musical expression of ideas. The _____ **concept** _____ the blues is that it is a heartfelt expression of personal troubles. For example, if you have a **conflict** _____ your boyfriend or girlfriend, you “have the blues.” Or if you are unemployed because of _____ **cuts** at your company, you have the blues.

While blues music can _____ **communicate** our suffering or challenges, it can also express that we have **chosen** _____ push past the difficulties or _____ positive **changes** in life.

The musical structure of the blues is relatively simple. However, many musicians _____ **difficulty** playing it well. This usually **depends** _____ a musician’s ability to “feel” this type of music.

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

Many men and women have **contributed** _____ blues music. Early musicians include Charlie Patton, Robert Johnson and Gertrude “Ma” Rainey. Blues music underwent a **change** _____ style in the 1930s and 1940s with birth of the electric guitar. For example, Muddy Waters and B.B. King are famous electric blues players.

Despite the power and excitement of this type of music, some people _____ **concerns** _____ the future of the blues. They fear that the blues is _____ **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** _____ 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** _____ the necktie came from or why men have **decided** _____ wearing a necktie is a good idea? After all, a tie does not **contribute** _____ 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** _____ to help with a _____ **conflict** _____ Spain. These Croatian soldiers wore a piece of cloth around their neck in order to tie the top of their jackets. A _____ **characteristic** _____ these “ties” was their bright color. Louis XIII liked the appearance of these neckties so much that he **decided** _____ require all men to wear them at official events. He **chose** _____ call this new piece of clothing “la cravat,” which is still the French word for “necktie” today.

Since the 17th century, there have been _____ **changes** _____ the design of the necktie. After decades of _____ **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 _____ **danger** _____ looking inappropriate or disrespectful. For this reason, young men who _____ **difficulty** learning to

make the special necktie knot usually must keep practicing until they get it right!

Name: _____

Date: _____

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** _____ 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 _____ his request. In fact, they beat him and threw him into the street. The boy returned after this _____ **experience** and **explained** the situation _____ the students. The students then went to the bar with the _____ **goal** _____ taking revenge, which they did. They beat up the owner of the bar and the other men there and **forced** the owner _____ give them some good wine.

The owner then went to the school’s leader – called the “chancellor” – to _____ the **issue** _____ the students’ behavior and get **help** _____ him. The chancellor agreed to punish the students that were **involved** _____ these events. This decision was **followed** _____ 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** _____ 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** _____ a “*universitas*,” or union.

The masters and students _____ their **goal** by bringing their request to the king for his approval. The king asked them what they **intended** _____ do if he did not approve their “university.” The students and teachers said they would leave Paris. Although it was a _____ **issue** for the king, he knew that the **growth** _____ Paris largely depended on these students and teachers. Therefore, he gave them his approval, and the first academic “university” was born.



Name: _____

Date: _____

Nouns and Verbs: Key Academic Collocations

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

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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 _____ 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 “_____” of their societies and not to push political or social boundaries. That is, because pageant organizers have often had a **fear** _____ offending their audience, the women in the competition were expected to _____ the sensitive **issues** _____ 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** _____ follow these expectations. “I’m a Southern girl,” she said, “but I’m a thinking girl.” Indeed, Yolande _____ significant **experience** reading philosophy and singing opera, which were passions she developed in her home city of Mobile, Alabama. Yolande _____ her **home** in Alabama after she won that state’s “Miss Alabama” pageant in 1950. She had **hoped** _____ 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 _____ **feature** _____ the pageant and its winners. She confidently **explained** _____ she had done this: “I’m a singer,” she said, “not a model.” They could not **force** her _____ 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** _____ civil rights and _____ the **goal** of racial equality. She used her fame to spread **information** _____ racial injustices, such as unequal access to public and private facilities for African Americans. Furthermore, with the **help** _____ 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 _____ **issues** that pushed many Americans to rethink their lives and laws.

Name: _____

Date: _____

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** _____ 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** _____ astrology had been considered a true science, and the relevance of astrology was commonly accepted by **members** _____ the medical, political and cultural communities. In other words, **learning** _____ astrology was considered essential for most of human existence. Today, although most people acknowledge the **lack** _____ scientific evidence to support astrology, it is still popular. For example, most major US newspapers still **offer** a horoscope section* _____ their readers. These readers **look** _____ to seeing astrologists’ advice about their _____ or professional **lives** based on their birthdays.



Among the _____ **list** _____ 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** _____ wise people _____ make predictions and act accordingly. However, Chinese astrology was not **limited** _____ philosophy. As Confucius advised, astrology was used _____ **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 _____ an **opportunity** _____ 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 _____ a _____ **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 _____ or _____. Similarly, if one begins a diet during the year of the pig, the diet might not result in much _____ **loss**.

What do you think? Is it a _____ **mistake** to base your decisions on the planets and stars? Is it a good idea to **learn** _____ interpret the heavens, or is this not an _____ **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*)

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	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** _____ dealing with orphans (children whose parents had _____ their **lives**) was very straight forward: the children stayed with another **member** _____ the family. If there was a **lack** _____ available family members, the child often stayed with a neighbor. However, this _____ **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 _____ **option** for taking care of orphans and of children whose parents **lacked** the _____ to take care of them. However, there was a _____ **list** _____ 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** _____ 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 _____ **order** _____ make the society better and to _____ healthier **opportunities** _____ 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 _____ to care for them. When these poor children were brought to Brace's organization, a **meeting** was _____ with the parents, and the parents **learned** _____ 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** _____ give the child a better life. Afterward, many of these parents felt that they had _____ a _____ **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 _____ **life** in their new homes, and sometimes they were treated like adopted slaves. Some of them _____ their **lives** wondering who their real parents were. Many of them never had any **knowledge** _____ exactly what had happened or why.

In the 1930s, the approach to helping struggling families changed. That is, policy makers **looked** _____ the situation and realized that poor families should not _____ **limited** _____ giving away their children. Instead, the **opinion** _____ 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** _____ 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*)

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

Many of us may not **realize** _____ 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 _____ the **skills** to make it. They **used** roasted and ground cacao beans

chocolate drink (it also contained peppers). They believed that

Mayans prayed to a god of cacao,

person _____ **required** _____ be a ruler, warrior, priest or noble.

This meant that Mayan women and most men were **prohibited** _____ drinking it.



_____ make a

water, honey, spices and chili

chocolate **provided** them

power and **protected** them

negative energy. In fact, the

and in order to drink chocolate, a

In the 16th century, Spanish explorers came to Latin America looking for gold and silver. They did not **succeed** _____ bringing much of these metals back to Spain, but they did return with chocolate. However, the Spaniards had a different **sense** of _____ than the Aztecs. The Spaniards **preferred** _____ 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** _____ 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 _____ **trouble** creating a solid form of chocolate until the Dutch chemist Coenraad Johannes van Houten developed the chocolate press in 1828. That year, he finally _____ **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 _____ **problems**, chocolate itself has healthful properties. For example, chocolate, especially dark chocolate, is an _____ **source** _____ antioxidants.

Today, the _____ **source** of cacao beans is Western Africa, where there is a good climate for cacao plants and a relatively _____ **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 _____ a guarantee that the workers have been treated and paid fairly.

Name: _____

Date: _____

Nouns and Verbs: Key Academic Collocations

P-V Words (*participate through view*)

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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 _____ the **rules** of English grammar? When did the **topics** _____ grammar and word usage become important? Have grammar books always been **used** _____ 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** _____ writers _____ learn any official grammar or vocabulary “rules.” Nobody talked about _____ **problems** _____ verb endings or *who* vs. *whom*. Students did not **receive** _____ their teachers on adjective clauses and parallel structure. At that time, if the language _____ **sense**, that was all that mattered. When Shakespeare was writing, nobody **stopped** him _____ making up new words or changing old ones. There was no strict **sense** _____ “right” and “wrong” in the English language.



How, then, did we arrive to the current day, when students often _____ **trouble** _____ grammar classes and are sometimes given low grades for _____ the **rules**? Many linguists assert that this **view** _____ 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 _____ 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 _____ the opportunity to rise up to the middle or upper classes of society. Many of these people felt **pressure** _____ formal _____ **skills** and to sound like upper class business people. They **realized** _____ one’s style of speaking and writing could be perceived as a sign of success in life and in business, and they wanted being judged as improper or hard-earned money studied them like they were tickets language skills were part of their _____ **priority** for



to be **protected** _____ impolite. Therefore, they **paid** their _____ these books and to the club of success. These _____ **plans** and were a them.

Around this time, other famous writers such as Noah Webster and Peter Roget began publishing dictionaries and thesauruses for the **purpose** _____ 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** _____ go back to the time of Shakespeare?