

Without you
The ground thaws
The rain falls
The grass (1) _____
Without you
The seeds root
The flowers (2) _____
The children (3) _____
The stars (4) _____
The poets (5) _____
The eagles (6) _____
Without you
The earth (7) _____
The sun (8) _____
But I die
Without you

Without you
The breeze warms
The girl (9) _____
The cloud (10) _____
Without you
The tides (11) _____
The boys (12) _____
The oceans (13) _____
The crowds (14) _____
The days soar
The babies (15) _____
Without you
The moon (16) _____
The river (17) _____
But I die
Without you

The world revives
Colours renew

But I know blue,
Only blue,
Lonely blue,
Within me blue
Without you

Without you
The hand (18) _____
The ear (19) _____
The pulse (20) _____

Without you
The eyes (21) _____
The legs (22) _____
The lungs (23) _____
The mind (24) _____! (The mind
(24) _____!)
The heart (25) _____! (The heart
(25) _____!)
The tears (26) _____
Without you
Life goes on
But I'm gone
Cause I die
Without you

Place the words below into the
correct parts of the song lyrics.

play	flows
fly	churns
grows	hears
burns	roar
change	yearns
crash	cry
moves	beats
turns	gaze
bloom	dry
dream	gropes
smiles	glows
gleam	walk
run	breathe

ANSWERS

Without you
The ground thaws
The rain falls
The grass grows
Without you
The seeds root
The flowers bloom
The children play
The stars gleam
The poets dream
The eagles fly
Without you
The earth turns
The sun burns
But I die
Without you

Without you
The breeze warms
The girl smiles
The cloud moves
Without you
The tides change
The boys run
The oceans crash
The crowds roar
The days soar
The babies cry
Without you
The moon glows
The river flows
But I die
Without you

The world revives—
Colours renew—
But I know blue, only blue, lonely
blue, within me blue
Without you
Without you
The hand gropes
The ear hears
The pulse beats

Without you
The eyes gaze
The legs walk
The lungs breathe
The mind churns! (The mind
churns!)
The heart yearns! (The heart
yearns!)
The tears dry
Without you
Life goes on
But I'm gone
Cause I die
Without you

Teacher notes:

Aim and objective: By the end of the activity, learners will have practised the use of some frequent noun-verb collocations. Time: ~45mins.

- Write the word 'theatre' in the centre of the board. Ask students if they enjoy going to the theatre, how often they go, etc.
- Elicit from students some features of theatre – e.g. the types of productions (plays, musicals, opera, concerts etc.) and mark them on the board as a spider diagram. Elicit a couple more examples of things connected to theatre – stage, audience, applause etc. – and then ask students to create their own mind map in pairs/groups. Monitor for feedback; encourage groups to then share ideas with each other.
- Write 'collocations' on the board and elicit the meaning, with some simple examples. (Make/do homework, for example. Perhaps elicit some verb conjugations for 'bird' – 'fly', 'chirp' etc.)
- Ask students if they are familiar with the musical *Rent*. Inform them that we'll be listening to a song from it.
- You may wish to pre-teach some of the verbs, such as 'gleam', 'churn' and 'yearn'.
- Hand out the worksheet. In pairs/groups, ask students to try and match the given verbs to the correct nouns in the lyrics. Monitor for feedback.
- Watch/listen to the song for students to check their answers. (Links below.) Students check their answers amongst themselves; monitor for feedback and to correct any errors.
- Ask students to consider any other verbs in English that may collocate with the nouns in the song. For example, 'crowds' can collocate with 'shout', 'gather' etc.
- Ask students to get into groups, preferably with students of other L1s. Instruct them to speak together about some collocations that they find tricky in English, or that have an alternative use/meaning in their own language.

Links:

STAGED PERFORMANCE:

https://www.youtube.com/watch?v=T_v6oH2tisw

NOTE: this video of the song being performed live on stage features some LGBT+ and drug references. Consider your class's sensitivity on this topic before watching it with them. However, also consider that this could spin off into further interesting discussion with your students.

AUDIO ONLY:

<https://www.youtube.com/watch?v=a6TruDQHME>