

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