Don’t Stop me now!



EAE Learning objectives for this lesson

Learn verbs with ING and -ed and practice them. Comprehension exercises and dialogues.
Learn and practice when to use Say and Tell. Talk about uncountable nouns.

Activity One - ***Ask and Answer with your partner.***



1. What do you want to stop doing?
2. What can’t you stop doing even though you have tried!
3. What do other people try to stop you doing?
4. What would you like to start doing?
5. What have you stopped doing recently.

Activity Two - ***Stop doing that!*** **Role play.**

With your partner act out a situation where you are increasingly annoyed by something that someone is doing and you end up shouting out - stop doing that! (For example a person who is chewing gum really loud, or has their feet on the seat in the tram etc…) Let’s see who finds the best example.

Activity Three - ***When to use the infinitive form of the verb (to go, to eat etc.) and when to use ING (eating, going etc.)***

It’s not always easy to know when to use the ING form and when to use the TO form.

For example, only one of the following sentences is correct:
I dislike to work late. ***I dislike working late.*** Which is wrong?

Here are some guidelines. However there are a lot of different verb + -ING combinations and the best way to learn them is to practice.

We Use **the infinitive.**..

after adjectives, for example:
disappointed, glad, happy, pleased, relieved, sad, surprised
This includes "too + adjective" and "adjective + enough".

Examples:
- I was happy to help them.
- She will be delighted to see you.
- The water was too cold to swim in.
- Is your coffee too hot to drink?
- He was strong enough to lift it.
- She is rich enough to buy two.

after certain verbs, for example:
forget, help, learn, teach, train, choose, expect, hope, need, offer, want, would like
agree, encourage, pretend, promise, allow, can/can't afford, decide, manage, mean, refuse

Examples:
- I forgot to close the window.
- Mary needs to leave early.
- Why are they encouraged to learn English?
- We can't afford to take a long holiday.

We Use -ing...

when the word is the subject of a clause:

- Swimming is good exercise.
- Doctors say that smoking is bad for you.

after a preposition:

Examples:

- I look forward to meeting you.

Examples:

- I dislike getting up early.
- They left without saying goodbye.

after certain verbs:

avoid, dislike, enjoy, finish, give up, mind/not mind, practise

Look at these example sentences:

- Would you mind opening the window?

Some verbs can be followed by the **infinitive or -ing form** without a change in meaning:

begin, continue, hate, intend, like, love, prefer, propose, start

It started to rain / It started raining

I like to play tennis / I like playing tennis

(Source English Club) For more practice - https://www.englishclub.com/grammar/verbs-m_infinitive-ing_quiz.htm

Activity Four - **Stop me if I'm wrong.**

Here are some sentences with gaps in them. Let's go round the room trying to fill the gaps. If someone says something you think is wrong then say 'stop' and give the correct answer. (There can be two words - to+the verb or one word - verb in infinitive, in the gap. You can use any words you want as long as the sentence is correct.



1. I detest …… television.
2. I love……..shopping.
3. If you continue……shout then I will leave.
4. When it……I ran to get my umbrella.
5. I feel like…… a cup of tea
6. He suddenly started……., he was very angry.
7. I started……English two years ago.
8. I can't imagine…… in another country.
9. I can't avoid……about it.
10. I'm afraid of……..
11. I remember……..him.
12. I want ……..……now because i'm bored.
13. You really have……. forget about that now because you need …… move on.
14. I always …… to buy the higher quality products. I make that choice because I want good value for money.
15. If you …… these terms then we can sign the contract.

(**Image Pablo Stanley)**

Activity Five - Comprehensions activity. QUEEN - Don't Stop me now!
Listen to the song and answer the questions.



1. What is he going to do tonight?
2. How does he feel?
3. What does he compare himself to?
4. Why do they call him Mister Fahrenheit?
5. What should you do if you want to have a good time?

Now let's sing along!!!!

Activity Six - **Simon Says** stop doing that… Game.

Let's play… Simon says start jumping, start singing, start turning around and then he says stop.. but if Simon doesn't say anything and you act, then you are out!

Activity Seven - **Say or Tell.** You will notice that we say Simon **SAYS** not Simon **TELLS**. But it's confusing because both verbs mean the same thing (to communicate verbally with someone) so it's not easy to know which to use.. The simple way to think of say and tell is: ***Tell is followed by a personal object (the person we are speaking to) and say is followed by 'to'.***



- You say something
- You say something to someone
- You tell someone something

You say something	You say something to someone	You tell someone something
John said that he was tired.	John said to Jane that he was tired	John told Jane that he was tired.
Phil says you have a new job.	Phil said to be that you have a new job	Phil tells me you have a new job.
Jane said: "I love you."	Jane said to John that she loved him	Jane told John that she loved him.

- Here are some fixed phrases which you can **only** use **TELL** with.

- **tell** (someone) **a story**
- **tell** (someone) **a lie**
- **tell** (someone) **the truth**
- **tell the future** (= to know what the future will bring)
- **tell the time** (= know how to read a clock)

Test your understanding, *Fill the gaps. Check how many correct answers you got. at the end of the activity and tick the box if you were right*

1. ……. me about the things you can't stop doing. ☑
2. He ……. to me that he couldn't stop smoking even though he tried for years! ☐
3. He ……..me a lie about stopping smoking. In fact he still smokes. ☐
4. I ……that I couldn't stop dancing whenever I heard that song! ☐
5. ……me what he was doing when you saw him in the night club? ☐
6. He……that he was doing a crazy dance in the night club. ☐
7. I……everyone that I wanted to stop drinking so much beer! ☐
8. Did you……something about a cup of tea? I can't stop drinking tea at the moment! ☐
9. Freddy …….. me that I was a good singer. ☐
10. Freddy…… to everyone else that I should stop singing! ☐

Activity Eight - **Obsessive Compulsive..** ☐

People who have **obsessive compulsive disorder** can't stop doing certain things. They think that they have to do certain things to stop something bad happening. Psychologists say that it's a way of controlling things around you. Some obsessive compulsive **behaviour** is characterised by a fear of losing something, of saying certain things, or doing something at exactly the right time, of germs or dirt or of certain sounds or music. There is a lot of **information** and **advice** available about this condition because it's a common problem. It's not a question of **intelligence** or **education** either. In fact some incredible people had this problem. Let's read about them. ***(First though - what have all the words in red got in common?)***

Article. Famous cases of OCD.

OCD, or obsessive-compulsive disorder, was first named in the late 19th century, but it has probably existed throughout human history. In short, it is an anxiety disorder characterised by repetitive behaviour, bizarre rituals, and obsessive, irrational worrying – all of which can make living a “normal” life extremely difficult.

Here are some examples of two famous people who suffered from this condition.

Nikola Tesla (1856 – 1943)

Nikola Tesla is recognised as one of the greatest inventors of the 20th century. The foundations of modern electrical engineering, x-rays, radar and radio all came from his remarkable brain. Yet Tesla also had an obsessive mind.



Tesla was obsessed with the number three, and before entering a building he would often feel the urge to walk around the block three times. He would disconcert guests by estimating the mass of his meal before taking a bite and counting jaw movements while he was eating. What’s more, he always used 18 napkins and would not eat alone in the company of a woman.

Tesla also developed a phobia of round objects, particularly women’s earrings and jewellery in general, and would refuse to shake hands upon meeting people. He also couldn’t bear to touch hair.

Howard Hughes (1905 – 1976)

Legendary aviator, filmmaker and businessman Howard Hughes was perhaps the closest thing the mid-20th century had to a Renaissance man. Yet his obsessive drive to tinker with mechanical objects (he once re-designed his bed to be more comfortable during a stay in hospital) may have been related to the OCD symptoms he developed later in life. These symptoms included a morbid fear of germs and his early obsession with peas and sorting them by size.



Although Hughes had suffered mood swings and obsessions as a younger man, following his near-fatal plane crash in 1946 the symptoms seemed to get worse. In 1947, he refused to leave his screening room for four months, living entirely on milk, chocolate and chicken and relieving himself in the empty containers. He gave orders for his aides not to speak to him unless he specifically asked them to.

Towards the end of his life, Hughes’s condition worsened, and the former womaniser began to reject all social contact. At the time of his death from kidney failure, his beard and fingernails had both grown out of control (maybe due to his aversion to being touched) making him practically unrecognisable.

Comprehension Questions:

1. What was Nikola Testa famous for?
2. What couldn’t he stop doing?
3. What was Howard Hughes famous for?
4. What couldn’t he stop doing?

Activity Nine - **Obsessive Compulsive Cleaners.** Watch the video and answer the questions: https://www.youtube.com/watch?v=_JtMQGEzuaE Hayley's Best Bits
(Watch the first 6 minutes of the video and then answer the questions. Please watch the video and prepare the answers before the lesson.

1. Why does Hayley love bleach?
2. What is she annoyed about?
3. What's it about for Hayley?
4. What does Hayley accuse Linda of?
5. What does Linda accuse Hayley of?
6. What can't Hayley stop doing?
7. How many times a day does she clean her toilet?
8. How does she react when she sees an untidy kitchen?
9. What does the woman say to her about mopping?
10. What is one hundred percent lifeless and shocking?
11. Why can't the Sherine open the door to the room?
12. Why doesn't Hayley want to take off her shoes?
13. Why doesn't Hayley like flats?
14. What animal does Sherine have?
15. How does Hayley react to the cat?
16. What does Hayley put on her feet and why?
17. How long does Hayley spend on her make up?
18. What is like a safety blanket or a mask for Hayley?
19. What does Sherine suggest as a solution to Hayley's obsessions?
20. What would open the whole room up?

Activity Ten - Role Play
With your partner act out a situation where you are obsessively cleaning and someone else is making a mess!. You tell them to stop doing whatever they are doing! They say what they think about your obsession with cleaning! You both give examples of each others behaviour to prove your point.

