

Love me or leave me (Reading and grammar)

- Description:** Text for gap-filling and discussion
- Use with or after:** *English Network Plus (New Edition)*, Unit 13.
- Skill:** Reading and grammar
- Focus:** Use of gerunds and infinitives after certain verbs, followed by a discussion of accuracy and fluency in language use.
- Time:** 15 to 20 minutes
- Preparation:**
- Print out both pages of this file.
 - Make a copy of the second page for each student, and cut on the dotted line to remove the key.
 - If by any chance you have a recording of the song “I’ll never stop loving you,” bring it along to play at the conclusion of this activity. (At least 42 recordings of this song have been issued in the past half century.)
- Procedure:**
- Write the word *muddled* on the board and see if anyone can explain it. (It means *confused*.) Assure them that the purpose of this activity is not to make them feel muddled, though it might seem so for a minute or two until they get it figured out.
 - Distribute the worksheets and ask the students to work in pairs and put in the correct form (gerund or infinitive) of the given verb for each gap.
 - When they are finished with this, distribute the key and answer any questions.
 - In pairs, the students then discuss the five questions at the bottom of the worksheet.
 - After a few minutes, go through the five questions with the whole class. Try to establish that A and B are probably non-native speakers of English, otherwise they wouldn’t be having problems with gerunds and infinitives. A and B probably do not have the same first language, otherwise they wouldn’t be discussing this in English. The third question can only be answered individually; different people have different learning strategies, and you might well have both types in your class. B is probably more fluent in English, and A probably speaks more accurately. It would be good if you could make clear that accuracy and fluency are **both** important aspects of language use.
 - Play the song if you have a recording. The text is short and not very difficult, so your students should be able to understand most of it if you play it two or three times.

**Put in the correct form (gerund or infinitive) of the given verb for each gap.**

A: Do you know the song “I’ll never stop (1) _____ (love) you”?

B: Of course I do. For months I couldn’t avoid (2) _____ (hear) Britney Spears sing it on the radio.

A: She wasn’t the first person (3) _____ (sing) it, though. I remember (4) _____ (see) Doris Day sing it in an old film called “Love me or leave me.” I must remember (5) _____ (borrow) the DVD of that one.

B: Why did you happen (6) _____ (think) of that song just now?

A: I was just trying (7) _____ (find) some way of remembering when (8) _____ (use) the gerund after stop.

B: Is that all? When I’m speaking English I don’t even stop (9) _____ (think) about things like that, I just say it. Otherwise I’d get all muddled.

A: Would you? Well, I wouldn’t even consider (10) _____ (do) it that way. I have to think about what I’m saying. If I stopped (11) _____ (think) about it I’d get it wrong every time!

B: I suggest just (12) _____ (say) it whatever way it comes out, as long as you can manage (13) _____ (communicate). That’s what it’s all about, after all.

Discuss with your partner:

- Are A and B native or non-native speakers of English?
- Do you think A and B both have the same first language?
- Are you more like A or more like B?
- Which one do you think is more fluent in English, A or B?
- Which one of them do you think speaks more accurately?

Key:

1 loving, 2 hearing, 3 to sing, 4 seeing, 5 to borrow, 6 to think, 7 to find, 8 to use, 9 to think, 10 doing, 11 thinking, 12 saying, 13 to communicate

