



NEVER, MY LOVE by The Association

A lesson about **noun clauses** (Chapter 14)

Notes for the Teacher

1. The Song

Do a search on the Internet to find the song “Never, My Love” by The Association. When you search, be sure to include the title and the name of the artist.

2. Song background

The Association is a band with seven members. They began playing in the 1960s, but still play music today. They are famous for having very good vocal harmony, which means that they sing different notes that sound good together.

This song is about love that does not end.

3. Grammar background

This song uses a lot of noun clauses. Explain to your students that noun clauses follow a verb and complete its meaning -- they are used in the same place as direct objects, but noun clauses have a subject and a verb of their own. Write the sentence below on the board. Then ask a volunteer to label the subject, verb, and object of the verb.

Ann said that she saw an exciting film.		
subj.	verb	object

Give two or three additional examples for volunteers to label.

Then explain that there are two different kinds of noun clauses in this song. One kind begins with *if*. These are yes/no questions turned into noun clauses.

Illustrate how this works. Write these sentences on the board:

I will go.
I don't know **if I will go.** (*I will go, or I will not go.*)

Is Bill in the hospital?
Ann asked me **if Bill is in the hospital.** (*Bill is in the hospital, or he is not in the hospital.*)

Give a few more statements and ask volunteers to turn them into noun clauses.

You can find more information about this type of clause on page 409 of *Fundamentals of English Grammar*.



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Explain that the second kind of noun clause in this song begins with *that*. Some common verbs that introduce *that*-clauses are: *say*, *hope*, *believe*, and *forget*. Students can find a list of verbs that are often followed by noun clauses on page 414 of *Fundamentals of English Grammar*.

Write these examples on the board:

She thinks **that you're visiting her next year.**
I believe **that they took the cookies.**

Then remind students that in *that*-clauses, the word "that" can be omitted. Tell students that they will hear many *that*-clauses without the word "that" in this song.

Give these examples:

She thinks **you're visiting her next year.**
I believe **they took the cookies.**

4. Vocabulary

These are just a few of the vocabulary words you might want to discuss during your lesson.

- **wonder:** think about something and want to know what is true about it
- **desire:** a strong wish
- **depend on:** need the help of someone or something
- **require:** need something



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Student Worksheet

While you listen

1. Listen to the song once. What is the song about?
2. Now listen again and focus on grammar. Find two noun clauses with *if*. Then find two *that*-clauses, one that includes *that* and one that omits *that*. Write them down.

Noun clauses with *if*: _____

1.

2.

Noun clauses with *that* _____

That-clause where *that* is deleted: _____

3. Listen one more time and follow along with the text. Did you hear all the noun clauses? Underline all noun clauses in the text.

After you listen

1. Things to think about and discuss

Discuss the meaning of the song with a partner. Do you like this kind of romantic song? Why or why not?

2. Speaking & Writing

In pairs, small groups, or as a whole class, share your answers to this question:

The singer in this song is very determined and committed to the relationship. What is something that you are determined about?

Now write a paragraph that explains how you feel about it. See the example:

I am very determined to learn English. I know I can do it, but sometimes it is very difficult