

Communicative Grammar: Teaching Conditionals – Imagined Past



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1 What is Communicative Grammar and why should it be taught in school?

As future language teachers we need to be aware that the way we teach our students grammar in school, ultimately defines how efficiently they are able to produce correct and meaningful language in communicative situations in real life. In general, most teachers and school text books focus on more traditional, but old-fashioned as we will see later on, grammar teaching which involves mainly deductive learning of forms, structures and rules. In other words, students are confronted with so called "universal" grammar rules that do not apply every time and are asked to do form-based exercises lacking any kind of context.

In order to gain a better understanding of Newby's Cognitive and Communicative approach to learning, it is important to determine how grammar is defined within this field. It basically divides grammar into

- semantic competence: knowing about a system of concepts = notions which are stored in our minds
- formal competence: knowing how to form words and morphemes in order to express these concepts
- performance: applying the knowledge in real communicative interactions and putting perceptions into appropriate grammatical forms

In this context and as opposed to Traditional Grammar, Communicative Grammar (CG) offers a different, and as it turns out, more logical approach to teaching grammatical concepts by giving the learners the chance to understand the language out of using it in authentic as well as context related situations. The main goal of CG is to look at the mental processes underlying grammar and to see it as a means of expressing certain types of meanings, also called notions which will be discussed more thoroughly in the following pages, through grammatical forms. Furthermore, a lot more attention is given to "knowing how" to use grammar, meaning that rules are now dealt with in an inductive way by means of use-based activities. CG teaching not only aims at adding new structures and input to the already existing knowledge of the learners, but also tries to bring in personal experiences which make it much easier to remember or relate to the grammatical concepts.

Regarding the teacher's role in the CG approach, he/she is not somebody anymore who merely stands in front of the class informing about abstract forms and rules only to control the learners' output later on by giving them the traditional fill-in-the-gaps exercises. Quite the contrary, the teacher is expected to manage and offer situational contexts for communication in which grammatical concepts and notions are meaningfully embedded.

1.1 Notional Grammar

The notional approach within CG tries to reach an understanding of grammatical concepts through meaning-based rules as well as use-based activities. This means, students learn single notions in order to refer to specific concepts which are then encoded into a form. In addition to the teaching of meaning-based rules, students should also learn these grammatical notions combined with realistic examples, as it is much easier to relate to situations involving real life content or even personal experiences than to abstract situations. For a successful teaching of those notions, learners need to be provided with the appropriate terminology which allows them to distinguish and, most importantly, to understand the notions. In other words, they need to be given labels, such as 'arranged activity' or 'expressing intention' for the future. Another important aspect within Notional Grammar involves the establishment of grammatical frames in the minds and mental context of language users. These frames contain predictable communicative scenarios where certain notions tend to occur which then should help the learners to put them into a form. However, to avoid confusion among the students, grammatical notions should mainly be taught separately, but once in a while teaching two together is possible to see the difference.

In conclusion, it can be said that the notional approach facilitates both the way grammar is taught and how it is learned. Its main goal, thus, is to pass on grammar with the above mentioned concept of learning by doing as opposed to simply remembering or memorizing structures, forms and signal words in a boring way. CG together with Notional Grammar takes out the negative connotation of grammar teaching and, especially, learning.

1.2 Categories for analyzing grammar activities

Bearing in mind the concept of Communicative Grammar teaching and its notions, the next step is to select and evaluate grammar activities that are not only interesting, but also sensible and fun. Therefore, there have been stabilized parameters in order to assess grammar activities with regard to their actual effectiveness and language learning support.

The *Quick Check Grammar Chart* is a helpful tool that includes all the important aspects to consider when analyzing grammar activities for learners. You can immediately validate an activity by checking how many of the communicative criteria are met. This does not imply, however, that only an activity that fulfills all points is a good activity.

Learning a language entails a lot of processing. Within these processes, we distinguish four learning stages that cover all steps from the initial introduction and active manipulation of information to full automaticity in language use.

The awareness raising stage introduces the learners to new grammar, which enters their consciousness. Ideally, the learner becomes aware of new grammar and actively focuses on it. By conceptualizing this new grammar item, the learners should develop a general understanding for it and start building hypotheses, so that they find the rules themselves and internalize them. Proceduralization describes the use of grammar in 'scaffolded' exercises. Within this stage, competence is linked to performance and the learners automatize the use of the new grammar item in (at best) authentic, personal and appropriate tasks. Ultimately, performance in real-time context allows the learners to use grammar in open contexts, i.e. to describe their own ideas, speak about personal

Quick Check Grammar Chart			
Learning Stages	Awareness raising		↓
	Conceptualization, hypothesis building		
	Proceduralization in scaffolded conditions		
	Performance in real-time context		
Pedagogical Principles	Depth of processing, and mental activity	-	↓
		✓ +	
	Dual processing (language / world) Authenticity of process	-	↓
		✓ +	
	Personalization	-	↓
		✓ +	
	Commitment filter	-	↓
✓ +			
Peer/ social learning and interaction	-	↓	
	✓ +		
Testing vs. teaching		↓	
This exercise supports learning processes...		☆☆☆	

experiences and generally produce meaningful and correct utterances in tasks that are neither scaffolded nor pedagogically structured.

In addition to these four learning stages, we also distinguish between six pedagogical principles for assessing grammar activities. These principles are based on Cognitive views of learning and examine to what extent a grammar activity supports learning.

Depth of processing, Mental activity: In order to store a new grammar item in the learner's memory, he/she has to be mentally active and engage actively when doing grammar tasks. Traditional tasks, such as fill-in-the-gap exercises, are cognitively rather shallow. It is the teacher's responsibility to provide the learner with other activities such as discovery tasks, which strongly activate the learner's mental activity and, consequently, provoke far deeper processing.

Dual processing, Authenticity of process: The language, to which the learners are exposed, has to relate to language they are likely to use in their lives. Also, the activities should be as authentic as possible and grammar should be linked to actual, real frames and situations.

Personalization: Successful grammar activities include information, ideas or knowledge from the learner's own personal perspective, which results not only in a deeper and better understanding of grammar, but also in remembering it more easily.

Commitment filter: Effective and lasting language learning can only take place when the students are motivated and commit themselves to learning. Clearly, an activity with a high fun factor is far more motivating than an unrealistic and boring tense transforming exercise.

Peer/social learning and interaction: Doing activities in pairs or in small groups is more efficient than doing them alone, as pupils learn a lot from each other.

Testing vs. teaching: Testing exercises aim to test whether the learner has learnt a grammar item. Teaching activities, on the other hand, do not test existing knowledge but support the learning process and help building up new knowledge.

2 Lesson 1

We have designed and collected teaching material for three lessons for a class of fifth grade students that are introduced to the third conditional and the notion of imagined past (would have) for the first time.

2.1 If it hadn't been for love

First get together in groups of 3 or 4. Listen to the song "If it hadn't been for love" by Adele without the lyrics and then once again with lyrics. Afterwards, try to put the set of lyrics cut up into strips in the correct order while listening to the song. Listen closely and check for any unknown vocabulary that you might want to ask your teacher. You are welcome to sing along, if you feel like it!

"If It Hadn't Been For Love" (by Adele)

Never woulda hitch hiked to Birmingham
If it hadn't been for love
Never woulda caught the train to Louisian'
If it hadn't been for love

Never woulda run through the blinding rain
Without one dollar to my name
If it hadn't been
If it hadn't been for love

Never woulda seen the trouble that I'm in
If it hadn't been for love
Woulda been gone like a wayward wind
If it hadn't been for love

Nobody knows it better than me
I wouldn't be wishing I was free
If it hadn't been
If it hadn't been for love

Four cold walls against my will
At least I know she's lying still
Four cold walls without parole
Lord have mercy on my soul

Never woulda gone to that side of town
If it hadn't been for love
Never woulda took a mind to track her down
If it hadn't been for love

Never woulda loaded up a 44
Put myself behind a jailhouse door
If it hadn't been
If it hadn't been for love

Four cold walls against my will
At least I know she's lying still
Four cold walls without parole
Lord have mercy on my soul

Never woulda hitch hiked to Birmingham
If it hadn't been for love
Never woulda caught the train to Louisian'
If it hadn't been for love

Never woulda loaded up a 44
Put myself behind a jailhouse door
If it hadn't been
If it hadn't been for love

If it hadn't been
If it hadn't been for love
If it hadn't been
If it hadn't been for love

Now that you have heard the song, try to answer the following questions:

- What did Adele do for love?
- What would have been different in her life if she hadn't fallen in love?
- Have you ever done something for love? Why or why not?
- Can you formulate a rule for expressing regrets?

Teacher's note:

Introduction to the third form of the conditional. In order to raise students' awareness we listen to the song "If it hadn't been for love" by Adele. Before starting, make sure to explain the use of 'woulda' as an informal pronunciation of 'would have' and check for unknown vocabulary. (For song lyrics and activity sheet see appendix). After

having listened to the song, explain the idea of regret and, together with the students, make hypotheses how we can use the third conditional for that. Then answer the questions together.

Activity analysis	
Learning stage	Awareness raising: Students are presented with the form of the notion “regrets” for the first time. Conceptualization, hypothesis building: Students make hypotheses about the correct use of the third conditional.
Depth of processing / mental activity	Students are mentally active while matching the sentences, although this is not directly related to the task. Nonetheless it might help to raise students’ interest and commitment filter. Authenticity is given it that the third conditional is used in a realistic language context, i.e. a song.
Dual processing, authenticity	Fulfilled – the activity is authentic and students talk about things they would say in real life. Also, grammar is linked to the corresponding frames.
Personalization	The activity is not personalized, except that students are asked to share their experience on falling in love or regret doing something.
Commitment filter	Listening to a song is always a welcome change in the classroom; therefore the commitment filter is quite high. Also the ‘aha-effect’ is given, as students find out their own rules. The matching is not directly related to the task, but it might help to raise students’ interest and commitment filter.
Peer / social learning & interaction	Being a group activity, peer-/ social learning and interaction is clearly given. Within their groups students try to match the lyrics and find out the rules for the third conditional.
Testing vs. teaching	Teaching (students have to think actively to complete the task)

2.2 Saying what would have been different

Many old people wish their lives had been different. Read the following comments and summarize their wishes and regrets. Write down one sentence in the imagined past for each bubble.

I worked in a factory all day, so I never had any fun. (If I hadn't...)

My parents were very poor, so I never had a bicycle. (If my parents...)

I should have worked harder in school. It's the only way to get a good job. (If I had...)



I should have gone to America. People earned a lot of money there.

I didn't learn to swim because there wasn't a swimming pool in our area.

I don't know anything about politics because we didn't have a radio.

Example: It's a pity I never went to university. I could have become a teacher.

If I had gone to university, I could have become a teacher.

→ Activity adapted from: Heindler, Dagmar (1995). *Your ticket to English*. Wien: ÖBV

Follow-up homework

For homework, interview your grandparents, parents or a person of your choice and ask them what regrets they have and what they would have done differently in their lives. Take notes and write similar sentences as you did in the previous exercise. If you find it difficult to think of questions to ask, have a look at the sentences from the exercise we did in class. Bring your sentences to class.

Activity analysis	
Learning stage	Conceptualization and Proceduralization: On the basis of short sentences, students start practicing the form in a very clear and structured context. This will help them to internalize the rule.
Depth of processing / mental activity	Being mentally active, the in class-exercise and the homework task give students the chance to test out the hypotheses they have made earlier.
Dual processing, authenticity	There is no knowledge of the world needed to complete these tasks. Nonetheless, they are useful to practice the form of the third conditional and to internalize the rule.
Personalization	The in class-activity is not personalized. Homework: Personalized in that students ask members of their family about their wishes and regrets.
Commitment filter	Students might be committed to try out and practice the hypotheses and rules they have discovered earlier. With regard to the homework task, students might be eager to find out about their grandparents' regrets.
Peer / social learning & interaction	The activity does not include peer/social learning; however, students should feel free to share their ideas with a partner.
Testing vs. teaching	This exercise can be used for teaching.

2.3 What the people say

→ Exercise taken from: Haß, Frank (2008). *Red Line 4: Workbook*. Wien: ÖBV

Look at the situations below. First read what the speakers in the pictures say. Then imagine what would or wouldn't have happened if the situation had been different and form a sentence for each situation.



Example: If you had taken off your trainers, you wouldn't have made the floor dirty!

Activity analysis	
Learning stage	Proceduralization in scaffolded conditions: students build sentences using the third conditional. They practice formulating different past outcomes and internalize the grammatical form.
Depth of processing / mental activity	The mental activity is quite high, as students are asked to imagine different outcomes in the past. Furthermore, for at least some of the above pictures, they use their own vocabulary knowledge to write about what could have happened. But since the primary goal is acquiring the correct form for third conditionals and internalizing the frame in which we use third conditionals, this is not a problem at all.
Dual processing, authenticity	Only partly fulfilled, but the situations in the above pictures are all realistic.
Personalization	Personalized in that the learners might have been in a similar situation as illustrated above. Other than that, none.
Commitment filter	Students might be eager to test out the hypotheses they have made earlier.

Peer / social learning & interaction	No peer/social learning in this exercise.
Testing vs. teaching	This exercise can be both used for testing and teaching. At this stage, though, I would rather use it as a teaching exercise, as students are still in the phase of proceduralization.

3 Lesson 2

3.1 Imagine

→ Activity adapted from: Hellmayr, Georg, Waba, Stephan, Mlakar, Heike (2009). *Prime Time 5*. Wien: ÖBV

Look at the given situations below and, together with a partner, imagine how each one would have looked like if certain things had or hadn't occurred. Try to formulate 3-4 sentences for each scenario and take notes. After that, tell your imagined stories to another pair in class and listen to what they have come up with.

- On Sundays, Jeremy's family always has breakfast on the veranda. Unfortunately, it rained last weekend.
- London had so much snow last week that all the airports were closed. That's why Verena could not visit her uncle there.
- Sandra loves her flowers and waters them every day. But she has had so much to do lately that she completely forgot. As a result, her plants have died.
- Norah is completely into football and had been looking forward to seeing the match last week for months. Unfortunately, she lost her ticket and couldn't get in.
- Trevor never plans things carefully. So he got on the wrong train yesterday and missed his sister's wedding.



Example: Matthew saw the latest part of his favorite computer game in an electronics shop yesterday. The only problem was that he did not have enough money.

→ *If he had had enough money left, he would have been able to buy his favorite game and he probably would have played all night long. If he had played the whole night, Matthew would have overslept and would have missed his first class. If he hadn't been to his first class, he would have never witnessed the fight between Michael and Jack.....*

Activity analysis	
Learning stage	Proceduralization: the learners need to build sentences by using the 3 rd Conditional for an imagined past. They get used to formulating alternative past outcomes and by repeating the appropriate structures they practice the grammatical form.
Depth of processing / mental activity	The required mental activity is quite high, as learners are asked to imagine different situations on the basis of their own vocabulary knowledge and capacity
Dual processing, authenticity	It is fulfilled here as the situation is embedded in a meaningful context and it is also something the learners may relate to in some way or another
Personalization	not quite fulfilled, but learners could include personal experiences and/or previous knowledge about similar scenarios to come up with sentences
Commitment filter	Is given, as learners are able to employ their existing knowledge and are free to use their own imagination. They also might be interested how their peers have continued the scenarios
Peer / social learning & interaction	Is fulfilled, as learners are asked to get together in pairs and, thus, are able to exchange ideas and help each other. By listening to the imagined stories from their fellow classmates, they may detect own mistakes or learn from the ones made by others
Testing vs. teaching	This activity could be used for either teaching (oral practice) or testing (in written form)

3.2 If it had happened to me...

The students go together in groups of four or five. On a piece of paper each learner writes down an interesting/exciting/real situation in the past – something that they have actually experienced. It does not matter when it happened, as long as it is in the

past. The papers are collected and mixed and put together on a pile. Then one learner picks up the first paper, reads the statement out loud and says what he/she would have done in the respective situation, after that the paper is passed on to the next learner who also comes up with something. The person who has written the story then decides which of the answers is the best or most creative.

Activity analysis	
Learning stage	Proceduralization, but it also involves performance in real-time context as it is a very authentic activity, with personal and realistic situations, and communicative events like this are most likely to occur in everyday life
Depth of processing / mental activity	Average, as learners need to think about/come up with what they would have done in specific situations formulated by others
Dual processing, authenticity	The presented situations are all realistic, familiar and not too abstract which makes it easier for learners to relate to them
Personalization	Is definitely fulfilled as learners need to put themselves in the mentioned situation and talk about what they personally would have done if it had happened to them; this means they can include their own knowledge and schemata
Commitment filter	There is a certain aspect of curiosity about what the others would have done if they had been in their shoes
Peer / social learning & interaction	Is fulfilled, learners carry out the activity in groups
Testing vs. teaching	It is a teaching activity as it is mostly carried out orally and in a playful manner

3.3 How would things have been different in your life? (Activity + HW)

Write at least 5 sentences about events in your life that were very important for you personally. Think about how things would have been different, if they hadn't happened. Below are some ideas, but you are free to come up with your own:

moved to a new house/flat – changed school – bought new bike – got a pet – had an argument – had a hair cut – had an accident

e.g.: If we hadn't won the finale football match last week, we wouldn't have been invited to for dinner at our trainer's house.

After you have finished, tell your neighbor what your past would have looked like without the chosen incidents and then listen to what they have to say. Maybe you'll have something in common or hear things you would have never guessed about your peers!

Activity analysis	
Learning stage	Mainly proceduralization but also performance in real time context, as learners engage in an authentic communicative situation when talking to their neighbors
Depth of processing / mental activity	Is given as learners may need to come up with new events if the given ones do not apply to their lives. They also need to think about the alternative past and express it by using the correct form and tense
Dual processing, authenticity	Learners need to activate and use their knowledge about the personal world and experiences. However, in real life they would not write those things down first
Personalization	This activity is highly personal as learners only produce written sentences about themselves
Commitment filter	Is not too high but learners are encouraged to do this activity as it involves giving away things about their own lives
Peer / social learning & interaction	Partly given: the first part of this activity requires the learners to work alone, followed by talking to their neighbors about what they have written down
Testing vs. teaching	During class it is better suited as a teaching activity, but the written part can definitely be used in a test in order to see whether the learners have understood the concept about imagining a different/alternative past

3.3.1 Follow-up homework


Choose one of your sentences from the last activity and write a short and meaningful text about how your life would have been different without this specific event. Try to include consequences in your hypothetical past scenario, as in the example below:

If I hadn't forgotten my wallet at home that day, I would have been able to buy lunch at school and wouldn't have been so hungry during all my classes. If I hadn't been so hungry, I would have been able to concentrate on what my history teacher was saying....

Homework analysis	
Learning stage	Proceduralization, learners need to produce individual texts by using their own ideas and the acquired grammatical concepts
Depth of processing / mental activity	Is quite high with this activity/homework, as there is almost no scaffolding or guidance and learners need to mentally engage in producing a short text about a past event
Dual processing, authenticity	Not very authentic as learners would probably only talk about those things instead of writing them down, but they still need to activate their knowledge about the personal world and combine it with the language
Personalization	This activity is highly personal as learners are required to write a short text about themselves
Commitment filter	As learners are required to write about themselves they are more motivated and personally committed in writing this homework assignment
Peer / social learning & interaction	Is not given, as the learners need to produce their texts at home
Testing vs. teaching	This activity can be used as both teaching and testing. The learners need to show that they have understood the grammatical concept by producing correct language

4 Lesson 3

4.1 Board game

	<p>If I had lived in the 18th century, ...</p>	<p>If Obama not be elected president again, ...</p>	<p>If I be Steve Jobs, ...</p>	<p>If Justin Timberlake not become famous, ...</p>
				<p>If the weather be better/worse last weekend, ...</p>
	<p>If..., (me) never be born</p>	<p>RELAX</p> 	<p>If Columbus never discover America, ...</p>	
<p>If dinosaurs not die out, ...</p>				
<p>I wish I ... last year (REGRET)</p>	<p>If..., not miss first class of the day</p>	<p>RELAX</p> 		<p>If I not choose/go to this school, ...</p>
				<p>RELAX</p> 
	<p>I wish I be born in ..., because ...</p>		<p>If telephones never invented ...</p>	<p>If..., not feel sick</p>

→ Activity taken and adapted from: <http://busyteacher.org/7323-if-wish-board-game.html>

- Go together in groups of 3 and collect your playing pieces + one dice from the teacher
- Begin the game at the "START" field, throw the dice and formulate a sentence from the given conditional sentence in the field you land on
- The others in your group decide then whether the produced sentence is correct
- If it is: you can stay on the field, if not: move your token back to the start field
- Now it's your neighbour's turn
- On the question mark fields you are totally free to use your IMAGINATION for hypothetic past situations, regrets, etc.
- The RELAX fields speak for themselves 😊
- Play at least 2 or 3 rounds and keep in mind: everyone is a winner as long as you reach the finish line

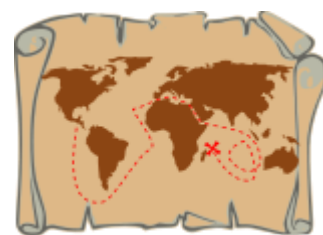
Activity analysis	
Learning stage	Proceduralization in a (partly) scaffolded activity/game: the learners need to complete, reformulate or freely form sentences in the third conditional by applying what they have learned so far
Depth of processing / mental activity	As only one part of the sentences and verbs in the infinitive are given, learners have to come up with the other half on their own by using their existing vocabulary knowledge and imagination. This means, they need to be quite mentally involved in order to produce meaningful sentences
Dual processing, authenticity	The presented sentences are to some point relatable and relevant within the learners existing knowledge, although they are mostly hypothetical statements. At this point, the learners surely are aware of this and the use.
Personalization	Is partly given in this activity, as some sentences require personal aspects / information / opinions from the learners
Commitment filter	Board games always involve a high fun factor, but there is also the aspect of ambition and wanting to win
Peer / social learning & interaction	Is completely fulfilled as learners play together in groups and may encourage as well as learn from each other
Testing vs. teaching	This game can only be used as an oral teaching activity as learners playfully practise what they have learned in a highly communicative situation

5 Testing activity

The treasure map

Read the following short text. Imagine that it was you who found the bottle and write a story of about 150 words. Say how you would feel in this situation and describe what you would have done differently instead of throwing away the bottle and the map. Also tell us about the possible consequences that might result from your decision. Include as many conditionals as possible.

I was walking along the beach when I noticed a bottle had washed up on the sea shore. Inside there was a map. A treasure map, perhaps. I don't care. I recycled them both in the paper and glass bins.



Vocabulary: washed up – when something is moved by water

Activity analysis	
Learning stage	Performance in real-time context: learners test their knowledge of how to use the third conditional appropriately and freely form sentences
Depth of processing / mental activity	As only the context of the activity is given, learners have to use their existing vocabulary and imagination and their knowledge of the concept of the third conditional to write their story. Thus, they are mentally highly active and involved.
Dual processing, authenticity	Students make hypothetical statements, which is not very authentic. Though, authenticity is given in such that learners produce a meaningful text that is coherent and cohesive and not just loose sentences.
Personalization	Although the situation is made up, personalization is partly given in this activity, as learners include their personal opinion.
Commitment filter	Learners might be committed more since they have to perform on their own. The fun factor is probably not very high in this task, although students might appreciate making hypotheses and being creative.
Peer / social learning &	Being a written task, there is no peer- or social learning

interaction	involved.
Testing vs. teaching	This is a testing activity that aims to find out about students' autonomous knowledge of this notion.

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Board Game [Online]. <http://busyteacher.org/7323-if-wish-board-game.html>

7 Appendix

ADELE If It Hadn't Been For Love	ADELE If It Hadn't Been For Love
Never woulda hitch hiked to Birmingham If it hadn't been for love	Never woulda hitch hiked to Birmingham If it hadn't been for love
Never woulda caught the train to Louisian' If it hadn't been for love	Never woulda caught the train to Louisian' If it hadn't been for love
Never woulda run through the blinding rain Without one dollar to my name	Never woulda run through the blinding rain Without one dollar to my name
If it hadn't been If it hadn't been for love	If it hadn't been If it hadn't been for love
Never woulda seen the trouble that I'm in If it hadn't been for love	Never woulda seen the trouble that I'm in If it hadn't been for love
Woulda been gone like a wayward wind If it hadn't been for love	Woulda been gone like a wayward wind If it hadn't been for love
Nobody knows it better than me I wouldn't be wishing I was free	Nobody knows it better than me I wouldn't be wishing I was free
If it hadn't been If it hadn't been for love	If it hadn't been If it hadn't been for love
Four cold walls against my will At least I know she's lying still	Four cold walls against my will At least I know she's lying still
Four cold walls without parole Lord have mercy on my soul	Four cold walls without parole Lord have mercy on my soul
Never woulda gone to that side of town If it hadn't been for love	Never woulda gone to that side of town If it hadn't been for love
Never woulda took a mind to track her down If it hadn't been for love	Never woulda took a mind to track her down If it hadn't been for love
Never woulda loaded up a 44 Put myself behind a jailhouse door	Never woulda loaded up a 44 Put myself behind a jailhouse door
If it hadn't been If it hadn't been for love	If it hadn't been If it hadn't been for love
Four cold walls against my will At least I know she's lying still	Four cold walls against my will At least I know she's lying still

Four cold walls without parole Lord have mercy on my soul	Four cold walls without parole Lord have mercy on my soul
Never woulda hitch hiked to Birmingham If it hadn't been for love	Never woulda hitch hiked to Birmingham If it hadn't been for love
Never woulda caught the train to Louisian' If it hadn't been for love	Never woulda caught the train to Louisian' If it hadn't been for love
Never woulda loaded up a 44 Put myself behind a jailhouse door	Never woulda loaded up a 44 Put myself behind a jailhouse door
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