# Decoding and grammar practice: conditional

1. **You’re going to listen to a song by the Beatles. First, read the lyrics and identify the instances of conditional. What auxiliary verb is used?**

***Teacher’s note:*** *with this exercise, learners identify instances of conditional, especially third conditional. It is meant to draw their attention to the fact that third conditional can be used with the auxiliaries should and could, not only would.*

[I should have known better with a girl like you  
That I would love everything that you do  
And I do, hey, hey, hey, and I do](https://genius.com/The-beatles-i-should-have-known-better-lyrics#note-3384792)  
  
[Whoa, oh, I never realized what a kiss could be  
This could only happen to me  
Can't you see, can't you see](https://genius.com/The-beatles-i-should-have-known-better-lyrics#note-3384831)  
  
That when I tell you that I love you, oh  
You're going to say you love me too, oh  
And when I ask you to be mine  
You're going to say you love me too  
  
So I should have realized a lot of things before  
If this is love you've got to give me more  
Give me more, hey hey hey, give me more  
  
Whoa, oh, I never realized what a kiss could be  
This could only happen to me  
Can't you see, can't you see  
  
That when I tell you that I love you, oh  
You're going to say you love me too, oh  
And when I ask you to be mine  
You're going to say you love me too  
  
You love me too, you love me too  
You love me too

1. **In your experience, how do you think the conditionals will be pronounced? Try to say them. Now listen to the** [**song**](https://www.youtube.com/watch?time_continue=23&v=5en2JMLA8Z0)**: how are they pronounced?**

***Teacher’s note:*** *this exercise is designed to help learners familiarise themselves with the reduced pronunciation of auxiliaries in connected speech. Point out to them that it is not necessary for them to pronounce them this way, but this practice is meant to help them understand when they listen.*

1. **You’re going to listen to another song called “All I want is you”. First, read the lyrics and think about what kind of conditional is missing: zero, first, second or third?**

If I was a flower growing wild and free  
All I'd want is you to be my sweet honey bee  
And if I was a tree growing tall and green  
All I'd want is you to shade me and be my leaves

If I was a flower growing wild and free  
All I'd want is you to be my sweet honey bee  
And if I was a tree growing tall and green  
All I'd want is you to shade me and be my leaves

All I want is you, will you be my bride  
Take me by the hand and stand by my side  
All I want is you, will you stay with me?  
Hold me in your arms and sway me like the sea

If you \_\_\_\_\_\_\_\_\_\_\_\_ a river in the mountains tall  
The rumble of your water would be my call  
If you were the winter, I know **I'd be the** snow  
Just as long as you **were** with me, when the cold winds blow

All I want is you, will you be my bride  
Take me by the hand and stand by my side  
All I want is you, will you stay with me?  
Hold me in your arms and sway me like the sea

If you were a wink, I'd be a nod  
If you were a seed, well I'd be a pod  
If you were the \_\_\_\_\_\_\_\_\_\_\_\_\_\_, **I'd wanna** be the rug  
And if you were a kiss, I know I'd be a \_\_\_\_\_\_\_\_\_\_\_\_\_-

All I want is you, will you be my bride  
Take me by the hand and stand by my side  
All I want is you, will you stay with me?  
Hold me in your arms and sway me like the sea

If you were the \_\_\_\_\_\_\_\_\_\_\_\_\_, I'd be the fire  
If you were the love, I'd be the desire  
If you were a castle, I'd be your moat  
And if you were an ocean, **I'd** **learn** to float

All I want is you, will you be my bride  
Take me by the hand and stand by my side  
All I want is you, will you stay with me?  
Hold me in your arms and sway me like the sea

1. **Now listen to the** [**song**](https://www.youtube.com/watch?v=hHXau3zAe7E) **and fill in the gaps. Can you see any logic in the way the conditionals are built?**

***Teacher’s note:*** *the lines are mostly composed of two parts, each focussing on complementary items (e.g. love/desire, castle/moat, wink/nod). This is important because once learners work out the logic, this will help them compensate for any gaps in decoding e.g. a learner hears “if you were the flower” instead of “if you were the floor”; she then sees “rug” and selects a word in her vocabulary that both matches the sound she heard (probably “fl”) and lexically associates with “rug”.*

1. **Now listen again, paying special attention to the words in bold. How are they pronounced? You can replay them a few times and slow down the speed of the video if that helps.**

***Teachers’ note****: the first two expressions in bold are pronounced as weak forms. The third and fourth have a schwa sound following the “I’d” – something that could make them sound like “don’t” and convey an opposite meaning. Raise your students’ awareness of this feature to help prevent future misunderstandings.*