

## Lesson Plan: Run with the Night — Aylin Skye [SONG]

 **Focus: Mixed Conditionals · Metaphorical Language · Self-Reflection**

**Level:** B2–C1 (Upper-Intermediate to Advanced)

**Lesson Length:** 60–75 minutes

**Skills Practiced:** Speaking · Listening · Vocabulary · Grammar · Creative Writing

**Themes:** Resilience · Identity · Emotional Growth · Dreams

---

### ◆ Materials Needed

- Audio or video of the song
- [Printed lyric gap-fill \(or digital format\)](#)
- Whiteboard and markers
- Handouts or slides with conditional examples
- Student notebooks or writing templates



---

### Lesson Outline

Stage	Time	Skill	Focus
<b>1. Pre-Listening</b>	15–20 mins	Speaking	Personal reflection + conditional intro
<b>2. While-Listening</b>	25 mins	Listening	Vocabulary discovery + metaphor awareness
<b>3. Language Focus</b>	15 mins	Grammar	Mixed conditionals (form + use)
<b>4. Post-Listening</b>	15–20 mins	Writing	Personal story using key phrases

---

## ◆ Step 1: Pre-Listening — Personal Reflection & Speaking (15–20 minutes)

### Aim:

Activate prior knowledge, build emotional connection to the theme, and introduce conditional thinking through authentic discussion.

### Activity: “If You Knew Then...”

#### Instructions:

1. **Display this prompt on the board or slide:**

*“If I’d known what I know now, I would have...”*

2. **Model the sentence yourself:**

*“If I’d known how much I’d love teaching, I would have studied education earlier.”*

3. **Explain the meaning:**

- Highlight that this is used to express regret or reflection.
- Point out that it connects the **past** to the **present** – setting up the mixed conditional structure used in the song.

4. **Pair Work:**

- Students write their own sentence.
- In pairs, they **share and explain the story or moment** behind it.
- Encourage students to ask follow-up questions:

*“Why do you think that?” / “What would have happened instead?”*

5. **Whole-Class Debrief (Optional):**


- Ask 2–3 volunteers to share interesting reflections.
- Ask:

*“Can we learn from regrets?”*

*“What moments have shaped your identity?”*

 *Optional variation for shy students:* Provide sentence starters like:

- *“If I’d studied more for that test...”*
- *“If I hadn’t met my best friend...”*

 *This sets up the emotional tone of the song while preparing the grammar context naturally.*

## ◆ Step 2: While-Listening — Vocabulary Discovery (25 minutes)

**Aim:** Develop listening for detail and highlight figurative language

**Instructions:**

1. Hand out the lyric sheet with **gaps** (see previous fill-in-the-blank format).
2. Play the song once, students **listen and fill in** what they can.
3. Play it a second time for checking and completing.
4. Go over the lyrics together and **discuss metaphors** like:
  - *"Hope like armor"*
  - *"Scars like stars"*
  - *"Run with the night"*
  - *"Time's a thief"*

👉 **Tip:** Ask students to **guess meanings from context** and share what they think each metaphor could represent in real life.

---

## ◆ Step 3: Language Focus — Mixed Conditionals (15 minutes)

🎯 **Aim:**

Introduce or reinforce the grammar structure used in the song's key line, and give students confidence using it in their own reflections.

🎧 **Focus Lyric:**

*"If I'd known what I know now, would I still try?"*

✏️ **Instructions:**

1. **Write the sentence on the board. Underline the key parts:**
  - *"If I'd known (past perfect)*  
*what I know now (present simple)*  
*would I still try?"*

2. **Ask concept-checking questions (CCQs):**

- "Is the speaker talking about the past?" ✓
- "Do they know this now or before?" (Now)
- "Can they change the past?" (No)
- "So is this real or imaginary?" (Imaginary)

3. **Explain the grammar structure clearly:**

Part	Tense	Function
<b>If-clause</b>	Past Perfect ( <i>If I had known</i> )	Refers to something that didn't happen
<b>Main clause</b>	Present conditional ( <i>would + base verb</i> )	Imagines a present result

**Formula:** *If + had + past participle, would + base verb*

→ Past event → present consequence

4. **Provide examples:**

- "If I had studied medicine, I would be a doctor now."
- "If she hadn't moved abroad, she would still live here."

5. **Mini Practice (Pairs):**

- Give students prompts to create their own sentences:


"If I had taken that job..."

"If I hadn't skipped class..."

"If we had met earlier..."

6. **Optional extension:**

Invite volunteers to share interesting ones and write a few on the board.

 **Tip:** Make connections back to what students shared in Step 1 to show how grammar + emotion = real, useful English.

## ◆ Step 4: Post-Listening — Creative Writing (15–20 minutes)

### Activity: *Scars Like Stars* — A Personal Growth Paragraph

#### Instructions:

1. Students write a **150–200 word reflective paragraph** based on their real experiences, using:
    - **Mixed conditionals**
    - **Metaphorical expressions** from the song (e.g., fire, storm, wings, stars)
  2. Writing Prompts (Choose one):
    - "If I hadn't gone through \_\_\_, I wouldn't be who I am now."
    - "Now I wear my scars like \_\_\_."
    - "Back then, I didn't know that \_\_\_."
  3. Encourage creativity, emotional expression, and the use of vivid imagery.
  4. Optional Peer Sharing:
    - Students can swap and read aloud (or anonymously)
    - Encourage kind feedback on grammar + expression
- 

### Learning Outcomes

By the end of this lesson, students will:

- Understand and use **mixed conditional structures** correctly
- Recognize and interpret **figurative language** in song lyrics
- Talk and write about **personal growth, emotion, and identity**
- Strengthen listening skills through **lyric-based tasks**
- Express themselves creatively in both **speech and writing**