



# The Conversation Track: We Were Only Young (Kodaline) A BEAT+ MUSIC+ Experience - Instructions pdf

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## Description

**The Lesson in Action (Description):** This lesson helps students practice B2 functional language for giving opinions and disagreeing by correcting flawed audio logs from Kodaline's "We Were Only Young." Working collaboratively, learners use formal academic frames and authentic song chunks to debate the impact of nostalgia, regret, and the passage of time. The lesson concludes with a creative writing task where students author a personal narrative, an advice letter, or an editorial applying the target functional structures.

**The Song's Narrative (At a Glance):** The song explores the bittersweet feeling of looking back at a past relationship. The singer reflects on missed opportunities and unspoken words, grappling with the realization that people often do not appreciate the true value of a moment until it has already passed.

**System Note:** This Guest Pass lesson demonstrates the visible lesson layer of the BEAT+ Method. In the full system, teachers are supported by real-time pedagogical decision tools designed to manage classroom friction during each stage of the lesson.

## Details

- **Language level:** B2
- **Learner type:** Teens and Adults
- **Primary Skill:** Integrated Skills
- **Secondary Skills:** Speaking & Interaction, Writing
- **Subskills:** Mediation, Listening for Gist, Interpretation
- **Grammar Focus:** Functional Language (Expressing Opinions, Agreement, and Disagreement)
- **Duration:** 60 min

## Materials

- [👉 Click for Google Slides](#)

## Objectives

- Analyze the themes of hindsight and regret within the song's narrative.

- [Click for Student Worksheet](#)
- [Click for Lyric Sheet Cut Out](#)
- [Click for Assessment Pack](#)

- Employ B2 functional language to express opinions, agree, and politely disagree.
- Mediate complex meanings by engaging in a structured peer-to-peer debate about nostalgia and living in the present.
- Generate creative digital content that integrates academic frames and authentic song chunks to reflect on past experiences.

## The Lesson Flow (At a Glance)

- Phase 1: Motivation+ (The Affective Spark)
- Phase 2: Understanding+ (The Contextual Scaffold)
- Phase 3: Skills+ (The Activation Engine)
- Phase 4: Interaction+ (The Activation Loop)
- Phase 5: Creativity+ (Social Agency)

## Step-by-Step Instructions

### Step 1 – The Quote Gallery – Motivation+ (5 min)

**Goal:** Activate schema and introduce themes of regret and memory.

**Text on Screen:** "Regret for the things we did can be tempered by time; it is regret for the things we did not do that is inconsolable." – Sydney J. Harris "We do not remember days, we remember moments." – Cesare Pavese

- First, direct the students' attention to the board to view two distinct quotes (slide 1).
- Elicit ideas from the students, looking for themes like regret, missing the past, or valuing memories.



**Teacher Script:** "Look at the board. What are these two quotes talking about? (Elicit: [Regret / Missing the past / Valuing memories])"

**Transition:** "Let's see what these ideas mean to you personally."

### Step 2 – The Meaning Negotiation – Motivation+ (5 min)

**Goal:** Negotiate meaning collaboratively and connect themes personally.

**Text on Screen:** Which quote is your favorite, and why?



- Next, have students get into pairs to discuss the meanings of the two quotes (slide 2).
- Ask them to choose their favorite one and explain the reasoning behind their choice.

**Teacher Script:** "**Get into pairs.** Talk about the meanings of the two quotes. **Choose your favorite one** and explain why you chose it."

Transition: "Let's bring our ideas back to the main group."

### Step 3 – The Class Consensus – Motivation+ (5 min)

**Goal:** Share pair ideas and establish class consensus on themes.

**Text on Screen:** Do we agree?

- Afterward, bring the class back together to share their pair's ideas (slide 3).
- Encourage them to share perspectives based on their personal views on time and regret.

**Teacher Script:** "**Share your pair's ideas.** Looking at the quotes chosen by your classmates, do you agree or disagree with them? Why? (Elicit: [Agreement/disagreement based on personal perspective on time and regret])"

Transition: "Keep these quotes in mind for our song today."



### Step 4 – The Theme Hunt – Understanding+ (5 min)

**Goal:** Schema activation through listening for gist.

**Text on Screen:** Which quote does the singer need to hear the most right now?

- Then, tell the students it is time to listen to the song "We Were Only Young" by Kodialine (slide 4).

- Play the 40-second segment once for the class.
- Guide them to see how the singer regrets things he didn't say, matching the quote by Sydney J. Harris.

**Teacher Script:** "**Listen to the song.** Which of the two quotes fits this song best? (Elicit: [The Sydney J. Harris quote, because he regrets things he didn't say])"

Transition: "Let's look closer at his exact words."

### Step 5 – The Audio Hunt & The Meaning Match – Skills+ (10 min)

**Goal:** Authentic chunk extraction and semantic checking to establish lexical stability.

**Text on Screen:** The Hunt: Correct his memories! Flawed Audio Log 1: "Things I wish I had done, but I never..." | Flawed Audio Log 2: "You always know what you've got until it's gone..." | Flawed Audio Log 3: "'Cause you came along and saved me..." || The Meaning Match: 1. "...wish I had said" | 2. "...don't know what you've got" | 3. "...changed me" || A) Taking something or someone for granted. | B) A permanent, personal transformation. | C) A deep regret about unspoken words.

- Now, have students read the three "flawed audio log" statements on the board (slide 5).
- Play the 60-second segment of the song twice and ask them to hunt for the exact words to correct the errors.
- Next, instruct them to look at their handout and match their corrected phrases to the true meanings provided.
- Check the answers together to ensure they understand phrases like "taking someone for granted" or "personal transformation."

**Teacher Script:** "**Read the three statements on the board.** As we listen, **hunt the audio** for his exact words to correct the errors. (Elicit: ['wish I had said', 'don't know what you've got', 'changed me']). Now, **look at your handout** and **match your corrected phrases** to their true meaning. (Elicit: 1->C, 2->A, 3->B)."

Transition: "Good. Now let's look at the full lyrics to upgrade our language."

## Step 6 – The Lyric Dive – Skills+ (5 min)

**Goal:** Upgrade language to formal B2 academic frames for giving opinions.

**Text on Screen:** The Academic Frames (To agree/disagree): "I'm inclined to agree..." "Looking back, I would argue that..." "I see your perspective, although..."

- After that, hand out the full printed lyrics and direct them to the academic frames on the board (slide 6).
- Explain that to debate these ideas today, they are going to upgrade their language using these formal frames.
- Tell them they must use these frames while quoting the singer's raw words to make their points.

**Teacher Script:** "Look at the full printed lyrics. To debate these ideas today, we are going to upgrade our language. You will **use these formal academic frames AND quote the singer's raw words** to make your point."

Transition: "Let's set up our discussion teams."

## Step 7 – The Role Briefing – Interaction+ (3 min)

**Goal:** Assign interaction roles and establish peer accountability.

**Text on Screen:** The Grammar Boss | The Word Detective | The Time Keeper

- Next, put students into groups of three and have them choose a role: The Grammar Boss, The Word Detective, or The Time Keeper (slide 7).
- Instruct them to review their specific mission and the "Tiered Support Menu" on their handout.

- Tell each student they must say one imperative sentence to officially start the group discussion.

**Teacher Script:** "Get into groups of three. Look at your handout and choose your role. Read your mission and review your 'Tiered Support Menu' for sentence starters. Each student must say ONE imperative sentence to start the group."

Transition: "Your roles are active. Let's start the debate."

## Step 8 – The Deep Debate – Interaction+ (6 min)

**Goal:** Mediate complex meanings and debate nostalgia using target functional language.

**Text on Screen:** The Deep Debate: Why do you think people often realize the value of a moment only after it has passed? Is it healthier to hold onto past memories, or should we always force ourselves to move on completely?

- Then, display the debate questions on the board (slide 8).
- Instruct the Time Keepers to ask the questions aloud to their groups.
- Grammar Bosses should push the group to use the new academic frames and the song lyrics during the 6-minute debate.

**Teacher Script:** "Time Keepers, ask the questions on the board. Grammar Bosses, **push your group** to use our new frames and the song lyrics. You have 6 minutes to debate. **Go.**"

Transition: "Time is up. Let's share our answers."

## Step 9 – The Lightning Share – Interaction+ (4 min)

**Goal:** Synthesize and share group insights using target academic frames.

**Text on Screen:** What is your best insight?

- Afterward, call on the Word Detectives to share their group's single best insight (slide 9).
- Give each Word Detective 30 seconds to present their idea using the B2 academic frames.

**Teacher Script:** "Word Detectives, you have 30 seconds each. **Give us your group's single best insight. Go!** (Elicit: [Class insights using B2 frames])"

*Transition: "Now it is time to build your own response on paper."*

## Step 10 – The Hindsight Project – Creativity+ (10 min)

**Goal:** Generate creative digital content integrating academic frames and song chunks.

**Text on Screen:** Option A (The Personal Narrative): Write a short paragraph about a missed opportunity in your past. Use your song chunk to describe the feeling, and your academic frame to explain how looking back has changed your perspective. | Option B (The Advice Letter): Write a tough-love letter directly to the singer about living in the present. Choose one of the quotes from Part 1 to offer him perspective. Use the song chunk to acknowledge his regret, and your academic frame to respectfully challenge his focus on the past. | Option C (The Shadow Dialogue): Write a short script between the singer and his older self (at age eighty). Use the song chunk to show the younger self's regret, and use your academic frame for the older self to give firm, philosophical advice. | (Your In-Class Mission: You MUST support your ideas using 1 Academic Frame AND 1 Song Chunk!)

- For the creative project, let students choose one of the options on screen (slide 10).
- Remind them that their mission is to include at least one academic frame and one authentic chunk from the song.

**Teacher Script:** "**Choose one project from your handout to complete. You have 10 minutes. Your output MUST include at least one B2 Academic Frame AND one authentic chunk from the song.**"

*Transition: "Please stop writing and put your pens down."*

## Step 11 – The Power of the Pause – Motivation+ (2 min)

**Goal:** Metacognitive reflection with zero spoken output.

**Text on Screen:** Which sentence are you most proud of writing today?

- To conclude, transition into two minutes of total silence (slide 11).
- Ask students to read the project they just created.
- Instruct them to circle the one sentence that makes them feel the most proud of their English today.

**Teacher Script:** "For the next two minutes, there is zero talking. **Read the project you just created. Circle the one sentence that makes you feel the most proud of your English today.**"

*Transition: "Thank you for your hard work today."*

## Optional Homework – Creativity+

**Goal:** Extended social agency writing task utilizing target language structures.

**Text on Screen:** Extended Portfolio (Homework Mission): Write a 250-word editorial for a digital magazine on whether social media makes our relationship with nostalgia better or worse. You MUST use at least three B2 Academic Frames to structure your argument AND two authentic chunks from the song to describe the emotional impact of looking back.

- For their Extended Portfolio mission, ask students to write a 250-word editorial for a digital magazine.
- Instruct them to use at least three B2 academic frames to structure the argument and two authentic chunks from the song to describe the emotional impact of looking back.

## ANSWER KEY

### 1. THE AUDIO HUNT (Answer Key)

**Flawed Audio Log 1:** "Things I wish I had done, but I never..." → Corrected: "**Things I wish I had said, but I never**"

**Flawed Audio Log 2:** "You always know what you've got until it's gone..." → Corrected: "**You don't know what you've got until it's gone**"

**Flawed Audio Log 3:** "'Cause you came along and saved me..." → Corrected: "**'Cause you came along and changed me**"

### 2. THE MEANING MATCH (Answer Key)

- 1 → C
- 2 → A
- 3 → B

## Formative Pulse-Checks / Monitoring Guide

### 3. THE BOARD WORK BLUEPRINT

To properly evaluate the debate and final writing outputs, ensure the following tools are clearly visible on the classroom board for students to reference:

- **Target Syntax (The Academic Frames):** "I'm inclined to agree...", "Looking back, I would argue that...", "I see your perspective, although..."
- **Target Lexis (The Board Phrases):** "...wish I had said", "...don't know what you've got", "...changed me".

### 4. THE FINAL OUTPUT CHECK

When monitoring the final writing projects (or grading the Extended Portfolio homework), you are evaluating authentic, expressive output. Ensure the target language was successfully locked by checking if the student successfully integrated **1 Academic Frame AND 1 Board Phrase** somewhere within their text. They do not need to be crammed into the same sentence to be considered successful.

## You've Just Run a Lesson on the Psychology of Hindsight, B2 Functional Language for Opinions, and Collaborative Debate. Curious Where It Came From?

You've just facilitated a structured, high-engagement BEAT+ MUSIC+ Experience—transforming a bittersweet pop anthem into a profound classroom debate. By anchoring opinions to thematic quotes and authentic song chunks, you seamlessly developed deep linguistic noticing, structured peer-to-peer mediation, and highly personalized, student-driven creative output, all while maintaining strict cognitive safety and authentic assessment value.

What you've used here is not a one-off idea. It's a small window into my full **BEAT+ Method** and **MUSIC+ Framework** — the system I use to design song-based lessons that are immersive, assessable, and sustainable for real classrooms.

## Where This Lesson Fits in a Larger System

This Guest Pass lesson represents one visible layer of the BEAT+ Method and the MUSIC+ Framework — a structured system designed to transform songs into high-rigor, evidence-driven learning environments.

In the complete methodology, teachers are supported by additional professional tools, including:

- Real-time classroom decision support systems
- Advanced instructional architecture guides
- A continuously expanding library of premium lesson and assessment packs

This Guest Pass lets you experience how a structured song-based lesson actually runs in real classrooms — before you ever need the full system behind it.

👉 [Explore the full system inside the Exclusive Subscriber Club](#)

