

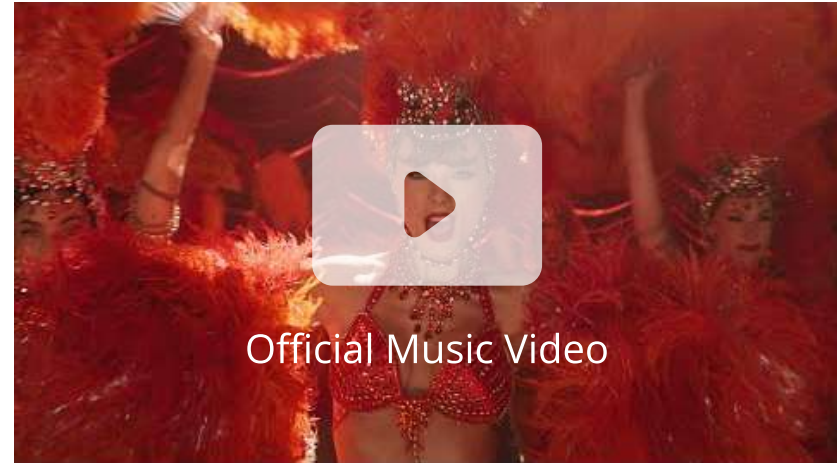
⚡ BEAT+ SINGLE: Rewriting Ophelia Instructions

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Description

This lesson offers a transformative glance at literary history, handing the pen back to a tragic figure to rewrite her destiny. By weaving the emotive threads of Taylor Swift's lyrics with the structural logic of the Third Conditional, students explore the grammar of "sliding doors" and alternative pasts. Learners move beyond simple listening; they analyze the mechanics of regret and redemption, ultimately crafting a modern, digital voice for a classic character who decides to save herself.



Details

- **Song Used:** The Fate of Ophelia by Taylor Swift
- **Language level:** B2 (Upper-Intermediate)
- **Learner type:** Teens and Adults
- **Skills:** Listening (Gist), Grammar (Third Conditional), Writing (Creative Application)
- **Topic:** Literature, Hypothetical Past, Digital Communication, Storytelling
- **Materials:** 🖱️ [\[Click for Google Slides\]](#), 🖱️ [\[Click for Student Worksheet\]](#), 🖱️ [\[Click for Assessment Pack\]](#)
- **Duration:** 20 minutes

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Objectives

- Contrast visual narratives to introduce the concept of historical revisionism and agency.
- Identify narrative outcomes and specific verbs through gist listening.
- Construct Third Conditional sentences to articulate hypothetical past scenarios and "what if" moments.
- Compose a creative social media update that applies complex grammar to a literary character's perspective.

Step-by-step Lesson Plan

Step 1: The Tale of Two Ophelias – M+ & U+ (5 Minutes)



First, display Slide 1 which features two contrasting images of the character and the question: *"Who holds the pen?"*

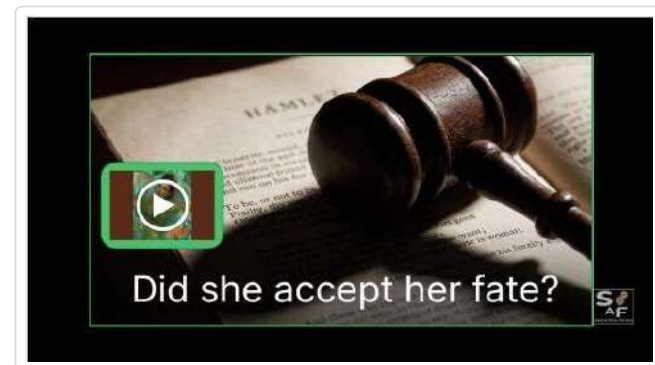
Introduce the images by saying: *"Look at these two women. They are the same person."*

Explain the contrast: *"On the left, history says she drowned. On the right, she wrote a different ending."*

Connect this to the lesson's focus: *"Today, we look at the grammar of changing the past."*

Transition to the next activity: *"Let's listen to her version of the story."*

Step 2: The Narrative Soak (Gist Listen) – U+ & S+ (5 Minutes)



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Next, display Slide 2 and prepare to play the first segment of "The Fate Of Ophelia" by Taylor Swift.

Instruct students to listen carefully to the first half of the song, focusing on the verbs. Segment: Start (0:00) End (1:45) ("...stole her sanity") Plays: Once

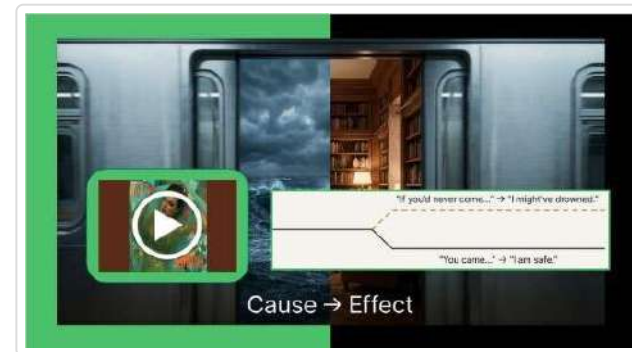
Extract Lyrics: **[Verse 1]:** *I heard you calling on the megaphone / You wanna see me all alone As legend has it, you are quite the pyro / You light the match to watch it blow /* **[Pre-Chorus]** *And if you'd never come for me / I might've drowned in the melancholy / I swore my loyalty to me (Me), myself (Myself), and I (I) / Right before you lit my sky up* **[Chorus]** *All that time / I sat alone in my tower / You were just honing your powers / Now I can see it all (See it all) / Late one night / You dug me out of my grave and / Saved my heart from the fate of / Ophelia (Ophelia)/* **[Post-Chorus]** *Keep it one hundred on the land (Land), / the sea (Sea), the sky / Pledge allegiance to your hands, your team, / your vibes / Don't care where the hell you've been (Been) / 'cause now (Now) you're mine / It's 'bout to be the sleepless night you've been dreaming of / The fate of Ophelia /* **[Verse 2]** *The eldest daughter of a nobleman / Ophelia lived in fantasy / But love was a cold bed full of scorpions / The venom stole her sanity*

Ask them to consider: "*Does she stay in the water, or does she get out?*"

Have them mark their verdict in Part 1 of their materials.

After the listening, transition by saying: "*She got out. But how close was she to the end? Let's look at the grammar of 'almost'!*"

Step 3: The Logic Repair (Grammar Focus) – S+ & U+ (5 Minutes)



Then, move to Slide 3 and play a specific segment of the song, looping it twice.

Segment: "And if you'd never come for me / I might've drowned..." Plays: Twice

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Explain the context: "*She imagines a dark alternative.*"

Direct students to Part 2 of their materials.

Instruct them to connect the 'If' reality to the 'Result' reality, considering: "What didn't happen?"

Step 4: The Status Update – C+ & S+ (5 Minutes)



Finally, display Slide 4 which shows a smartphone screen ready for a new post.

Set the scene for students: "*Ophelia is safe in her tower. She wants to tell Hamlet she's moved on.*"

Challenge them to write her status update.

Their post must use one 'If... would have' sentence to show Hamlet what he missed.

🎵 **OPTIONAL EXTENSION (The Encore)** *Context: Only if time allows and energy is high.*

Teacher Script: "We fixed the grammar, and we fixed her story. Since we have a few minutes left, let's watch the full video and see the 'New Ophelia' in action. Just enjoy the vibes." **Action:** Play the full Music Video (Non-instructional).

The Teacher's Guide (The Cheat Sheet)

- **Answer Key Part 1:** Reality B (The Rewrite).
- **Answer Key Part 2:** 1-B, 2-A (implied in context), 3-C (logical inference).
Note: Accept logical variations if students can justify them, but 1-B is the explicit lyric match.

Lexical Glossary:

- **Pyro (n):** Short for pyromaniac; someone who loves fire (metaphor for destructive person).
- **Honing (v):** Sharpening or refining a skill (like a superpower).
- **Keep it one hundred (idiom):** To be 100% honest and real.
- **Sanity (n):** Mental health; the state of having a sound mind.

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U+ (2021) UNETHICAL by Faouzi the Tribunal of Merc

U+ (2021) Beautiful People by Sia, David Guetta Musical Vibes & Velours

C+ (2021) Leonard & Marianne by Bastille Musical Characters