



# Drive Safe (Myles Smith and Niall Horan) A BEAT+ MUSIC+ Experience - Instructions pdf

## Description

This lesson explores themes of journeys and goodbyes through the song "Drive Safe" by Myles Smith and Niall Horan. Students practice using the future forms "will" and "might" to express different levels of certainty and probability. Through timeline mapping and group negotiations, learners develop the ability to predict future outcomes for the song's characters. The session concludes with a creative writing task where students choose between narrative or digital formats to project a ten-year update.

**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:** B1 (Threshold)
- **Learner type:** Teens and Adults
- **Skills:** Listening, Reading, Speaking, Writing
- **Topic:** Journeys, Goodbyes, Future Probability
- **Duration:** 60 minutes

## Materials

- [👉 Click for Google Slides](#)
- [👉 Click for Student Worksheet](#)

## Objectives

- Identify past, present, and future events within a song's narrative.
- Distinguish between levels of future probability using "will" and "might."

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

- Use thematic vocabulary to negotiate hypothetical future outcomes in groups.
- Create a written or digital text describing a character's journey and future state.

## Step-by-step Lesson Plan

### Step 1: Visual Hook (The Visual Anchor) – Motivation+ (5 min)

- Before we listen to the story of the road, let's visualize the journey ahead.
- First, display Slide 1 featuring an empty highway disappearing into a vibrant orange sunset.
- Ask the class to consider the text on screen: "Is this a 'Good Goodbye' or a 'Bad Goodbye'?"
- Instruct them to write one sentence in their notebook, sharing their opinion on whether it's a happy start or a sad ending.



### Step 2: Contextual Scaffold (The Timeline Mapping) – Understanding+ (10 min)

- We've explored our own ideas about the road; now, let's listen to the singer's story to discover what actually happens.
- First, display Slide 2 showing a broken mirror, car keys, and a glowing compass.
- Instruct students to open their worksheet to Part 1.
- Play the song segment "Watching you walk away... → ...as long as you know" (Intro + Verse 1 + Chorus) once. (the video on the slide is already programmed to start and stop at the right time)
- Their task is to find one event or feeling from the song for the past, the present, and the future, noting them on their worksheet.



### Step 3: Linguistic Noticing (The Probability Check) – Skills+ (7 min)

- First, hand out the lyrics sheet to each student.
  - Next, introduce the activity by saying: "We know the story. Now, let's listen to how the singer talks about what might happen next."
  - Display Slide 3 which features a car's speedometer where the numbers are replaced by 'WILL' and 'MIGHT'.
  - Instruct students to look at their lyrics sheet and open their worksheet to Part 2.
  - Explain: "I have rewritten two of the singer's predictions, but I changed his level of certainty."
  - Play the audio segment "You'll be fine on your own... → ...So drive safe" (Pre-Chorus & Chorus) twice.
  - As they listen, students should find your "probability errors" and correct the sentences to match the exact words the singer uses to predict the future.
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### Step 4: Grammar Noticing (Certainty vs. Doubt) – Skills+ (5 min)

- Display Slide 4 illustrating 'WILL (100%) vs. MIGHT (50%)' with a bright sun and a lightning bolt.
  - Explain: "In English, we choose our words based on how sure we are."
  - Then, ask the class: "Does the singer think 'being fine' is a fact or just a possibility?"
  - Encourage them to discuss this question with a neighbor.
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### Step 5: Pedagogical Label (The Board Lock) – Skills+ (5 min)

- Display Slide 5 showing a wooden signpost with four arrows.
  - Explain: "We need these words to build our final story."
  - Write the target chunks—*Set in stone*, *Break loose*, *Crumbling*, *Let go*—on the board to anchor the final task.
  - **The Semantic Check:** Explain, "Before we use these road chunks, take 2 minutes to match them to their literal meanings in Part 2.5 of your worksheet."
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### Step 6: Collaborative Negotiation (The 10-Year Fate) – Interaction+ (15 min)

- Transition by saying: "We have our future words on the board. Now, let's work together to decide what happens to the characters in ten years."

- Display Slide 6 depicting a 10-year-old car parked in front of a modern, glowing house.
  - Divide students into groups of three.
  - Instruct them to open their worksheet to Part 3 and negotiate the future of the characters.
  - Remind them to refer to the "Battle Cards" on their worksheet to sustain their discussion.
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### Step 7: SCL+ Choice Matrix (The Future Projection) – Creativity+ (10 min)

- Introduce the next activity: "The destiny is decided. Now, choose the medium you will use to broadcast this ending to the world."
- Display Slide 7 showing a smartphone displaying a vertical video interface, a social media thread, and a public relations press release.
- Instruct students to open their worksheet to Part 4.
- **The Segmented Math Lock:** Explain: "You have exactly 2 minutes to choose your path, and 8 minutes to write your 4 sentences."

#### Present the options:

- **A (The Vertical Drama Path):** Script a 4-line scene for a short-form vertical drama showing the exact moment they cross paths in 10 years.
- **B (The Digital Thread):** Create a 4-post social media thread (#10YearChallenge) detailing the character's journey.
- **C (The Influencer Accountability Path):** Write a 4-sentence public "Life Update" statement addressing rumors about why they left.

*Ensure your text includes exactly 4 sentences, at least one "will," one "might," and one of the "road chunks" from the board. Tonight, you will expand these 4 sentences into a full 150-word Extended Portfolio entry for your homework.*

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### Step 8: Qualitative Assessment (The Gallery Walk) – Interaction+ (5 min)

- To conclude the activity, instruct students to stand up and move around the room.
- Encourage them to read the stories on the walls.
- Their task is to find one story where the character is happy, and one where "hell broke loose."

## APPENDIX B: THE TEACHER'S ANSWER KEY

### The Board Extraction Blueprint (Step 5)

- **Target Syntax:** Future Probability (will / might)
- **Target Board Phrases:** Set in stone, Break loose, Crumbling, Let go

### Part 1: Timeline Mapping

- **Past:** Walk away (*Lyric: "Watching you walk away"*)
- **Present:** Each other / Their relationship (*Lyric: "And I know for us to grow, we gotta let go"*)
- **Future:** Wherever their heart takes them (*Lyric: "Follow your heart, wherever it takes you"*)

### Part 2: The Future Detectives (Probability Check)

1. You might be fine on your own. (**Correction: You'll / You will**)
2. Tears gonna fall and hell will just break loose. (**Correction: might**)

### Part 2.5: The Road Check (Semantic Match)

- 1 - c (Set in stone = Permanent / Cannot be changed)
- 2 - d (Break loose = Chaos starts)
- 3 - a (Crumbling = Falling apart)
- 4 - b (Let go = Release / Stop holding on)

### Part 3 & 4: The 10-Year Fate & Final Output

There is no fixed answer key for these sections, as they are generative tasks. Students must be assessed using the Phase 5 Universal Rubric (The C-Rule Lock). Their final output **MUST** strictly contain: exactly **4 sentences**, at least **1 "will"**, at least **1 "might"**, and **1 semantic chunk** extracted from the board.

## You've Just Run a Lesson on Future Probability, Linguistic Noticing, and Collaborative Negotiation. Curious Where It Came From?

You've just facilitated a structured Engineered Linguistic Intervention — developing active linguistic noticing, syntactic processing, and oral negotiation through a song, while maintaining strict working memory protections and clear assessment value.

What you've used here is not a one-off gap-fill idea. It's a small window into my full **BEAT+ Method** and **5-Phase MUSIC+ Framework** — the system I use to design lessons that mathematically calibrate student output and eliminate speaking paralysis in 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.

[!\[\]\(950a62bbddad88d64435fd35607dfc42\_img.jpg\) Explore the full system inside the Exclusive Subscriber Club](#)

