



I Like You Better Than Me (Bebe Rexha) A BEAT+ MUSIC+ Experience - Instructions pdf

Description

The Lesson in Action (Description): Students will act as digital commenters analyzing the modern phenomenon of "toxic positivity" and digital illusions. They will practice linguistic decoding by correcting formal statements into the singer's raw "Unreal Present" syntax (Wish + Past Simple), then isolate and map complex thematic vocabulary. Finally, they will mediate a simulated social media reply thread using specific digital personas before generating a 4-sentence digital clapback, supportive DM, or authentic caption using the target grammar.

The Song's Narrative (At a Glance): The singer compares herself to an idealized image, expressing deep insecurity and frustration with her own feelings. She calls out the "toxic positivity" and "illusions" of the modern world that only serve to make her internal conflict worse.

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 Detail, Interpretation
- **Grammar Focus:** The Unreal Present (Wish + Past Simple / Could)
- **Duration:** 60 min

Materials

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

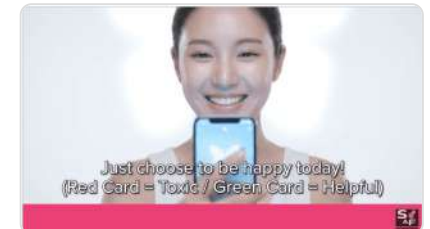
Objectives

- **Analyze** the narrative of digital comparison and toxic positivity in modern media.
- **Employ** the Unreal Present (Wish + Past/Could) to express dissatisfaction with present reality.
- **Mediate** complex meanings by debating an influencer's post in a structured digital forum.
- **Generate** creative digital content that challenges toxic positivity using modern 2026 formats.

Step-by-step Instructions

Step 1 – The Hot Take – Motivation+ (5 min)

- First, display Slide 1 and show the influencer's post to the class.
- Ask the students: "Before we hear the music, look at this influencer's post on the board. If you think this message is helpful and real, hold up your Green Card. If you think it is fake or 'toxic positivity', hold up your Red Card."
- After the cards are raised, tell them: "Now that you have chosen your stance, you must defend it."



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

- Next, move to Slide 2 and place the students into pairs.
- Instruct them: "You have exactly 3 minutes to discuss your choices. Why did you hold up a Red or Green card? Try to convince your partner to switch to your side."
- After the discussion, have one person from each pair report their conclusion to the class and facilitate a rapid final vote.
- Then, transition by saying: "Now that we have judged this digital illusion, let's open the audio file and see how the singer reacts to this kind of pressure."



Step 3 – The Live Stream Check – Understanding+ (5 min)

- Display Slide 3 and prepare to play the audio segment from Bebe Rexha.
- Tell the class: "Listen to the audio. Based on what the singer says, does this kind of advice help her heal, or does it hurt her? Write one word on your worksheet to describe her mood."
- Play the 35-second audio clip once.
- Afterward, guide them forward by saying: "We understand that she is hurting, but we need to listen closely to exactly how she expresses her desire to change her reality."



Step 4 – The Syntactic Extraction – Skills+ (10 min)

- Show Slide 4 and explain that the worksheet needs an emotional upgrade.
- Say to the students: "Listen to the audio again. The text in Part 2 of your worksheet sounds too robotic and formal. You must listen to the singer and correct the formal sentences into the exact, emotional grammar she uses to describe her regrets."
- Play the 40-second track twice to allow them to notice the linguistic changes.
- Once the task is finished, hand out the lyrics sheet so students can verify their corrections.
- Then, conclude the step by saying: "Now that we have verified her exact words, let's lock in the grammar rules."

Step 5 – The Functional Drill – Skills+ (8 min)

- Transition to Slide 5 and draw their attention to the target grammar on the board.
- Explain the concept: "The singer uses 'I wish I could' and 'I wish I didn't' to express a deep desire to change the present moment. This is our Target Grammar: Wish + Past Simple or Could."
- Instruct them: "Take 2 minutes to complete Task A in Part 2.5 of your worksheet by writing ONE sentence about your own life using this exact grammar."
- After they finish, tell them: "We have our grammar locked in, but we need the vocabulary to discuss the theme."

Step 6 – The Semantic Check – Skills+ (7 min)

- Display Slide 6 and point out the "Board Phrases" extracted from the song.

- Tell the class: "Look at the board. We have our key phrases: 'Toxic positivity', 'Illusions', and 'Insecure'. Take 2 minutes to complete the Semantic Check in Part 2.5 of your worksheet to strictly lock in the meanings of these words."
 - Once they have finished the check, say: "We have our grammar tools and our vocabulary locked in; it is time to take this to the comment section."
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Step 7 – The Thread Response – Interaction+ (10 min)

- Move to Slide 7 and explain that they are now entering the influencer's comment section.
 - Instruct the class: "Before the debate starts, each of you must say ONE sentence using 'I wish' plus a past tense verb about social media."
 - Next, have them use their specific roles and sentence starters on their Battle Cards to mediate the discussion.
 - Ask them: "Are you going to defend the post, or attack the illusion?"
 - After the debate, wrap up the interaction by saying: "The thread is closed. It is time to formalize your final response to this digital culture."
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Step 8 – The Clapback – Creativity+ (10 min)

- Finally, show Slide 8 and present the creative choice matrix.
- Tell the students: "You have exactly 2 minutes to choose your path. Then, you have exactly 8 minutes to write."

For this task, students choose **one** of the following:

- **A Clapback Tweet:** A sharp, public response to the influencer.
- **A Supportive DM:** A private, kind message to the singer.
- **An Authentic Caption:** A real, unfiltered Instagram post.

Remind them: "Whichever project you choose, your output MUST include exactly 4 sentences, two 'Wish + Past/Could' structures, and one phrase from the board."

To end the lesson, encourage them by saying: "Excellent work today. We have successfully taken control of the narrative and challenged the illusions of the digital world."

Optional Homework – Creativity+

For homework, assign the **Extended Portfolio** entry.

Instruct the students: "Tonight, you will expand the 4 sentences you wrote in class into a full 150-word Extended Portfolio entry to finalize your thoughts on this topic."

APPENDIX B: THE TEACHER'S ANSWER KEY

The Board Extraction Blueprint (Steps 5 & 6)

- **Target Syntax (The Grammar):** The Unreal Present (Wish + Past Simple / Could)
- **Target Board Phrases (Lexis):** Toxic positivity, Illusions, Insecure

Part 1 / 1.5: The Hot Take & Negotiation

(No fixed answer. Students generate hypotheses and negotiate meaning based on their views of social media).

Part 2: The Evidence Hunt (Gist & Reverse Translation)

- **Step 3 Gist Check (Her mood):** *(Accept any valid negative emotion based on the audio inference, e.g., Sad, Insecure, Desperate, Frustrated, Overwhelmed).*
- **Step 4 Syntactic Extraction:**
 1. I wish that I could fit in those size two jeans.
 2. I wish I didn't feel this way.

Part 2.5: The Road Check (Semantic Match & Grammar Lock)

- **Task A (Grammar Lock):** *(No fixed answer. The teacher must rapidly verify that the student successfully used 'I wish + Past Simple/Could' to describe a personal regret or desire to change their present reality).*
- **Task B (Semantic Match):**
 - 1 - c (Toxic positivity = Forcing people to act happy when they are suffering)
 - 2 - a (Illusions = Seeing things that are fake or not real)
 - 3 - b (Insecure = Lacking confidence in yourself)

Part 4: Final Output

There is no fixed answer key for the final output, as it is a generative task. Students must be assessed using the built-in checks on their worksheet. Their final output **MUST** strictly contain: exactly **4 sentences**, at least **two 'Wish + Past/Could' structures**, and **1 semantic phrase** extracted from the board.

You've Just Run a Lesson on Toxic Positivity, The Unreal Present, and Digital Illusions. Curious Where

It Came From?

You've just facilitated a structured, high-engagement ESL MUSIC+ Experience — developing linguistic noticing through reverse translation, peer-led negotiation of meaning in a simulated digital comment thread, and personalized, student-driven clapback tweets and authentic captions through a song, while maintaining strict cognitive safety and 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](#)

